

Employment Skills for the 21st Century – Volume 1



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***career*tech**

RCCTA Resource Center for
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resourcecenter@careertech.ok.gov

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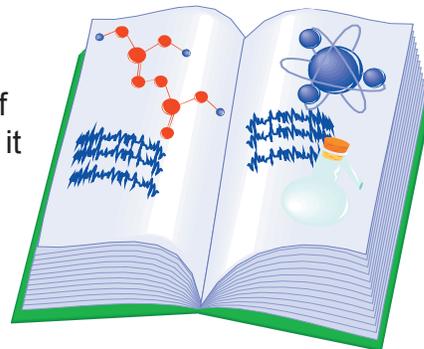
Remembering What You Read

Would you like to be able to remember more of what you read? Having a plan when you read can help you do this. Many agree that taking notes or highlighting important points really helps you remember better. It helps you pay more attention to what you are reading. It will also help you review for a test because you will have already identified the important points.

Try using the following reading method as you complete an assignment. Your teacher may give you an assignment or you can choose one that interests you.

SQ3R Method

survey—Examine the entire selection before you start to read. If there is a table of contents or an outline of the content, examine it carefully. The information found in these sections will give you a big clue about what is important in the selection. Pay particular attention to the chapter headings or main points in the outline. Look at any review questions. Become familiar with the organization of the selection before beginning to read.



question—Identify or write a list of questions you want to answer as you read. The table of contents, outline, or review questions will help you identify the questions. Your teacher may also give you some questions to answer.

read—Read the material. As you read, try to find the answers to the questions you identified. Take notes or highlight the important facts or the answers to the questions you asked.

recite—After you have finished reading, repeat what you have read in your own words. You can do this aloud or to yourself. If you can't summarize what you have read in your own words, reread the selection, then repeat the step.

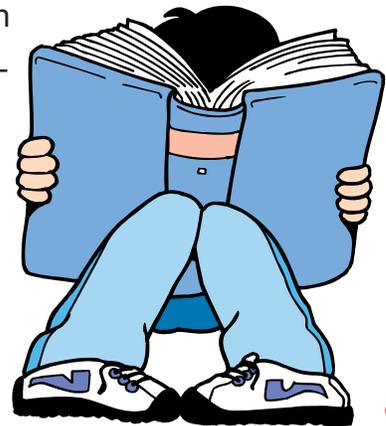
review—Think about what you've read. Reread your notes or the highlighted material. Have you answered all the questions you identified? Can you summarize what you've read and learned? Do your notes make sense?

Use the back of this page to write questions to answer and take notes on what you read. Write a sentence or two telling whether you think this method helped you remember more of what you read.

Evaluate Study Habits

This activity has no right or wrong answers and you will not receive a score. Use it to evaluate how well you study and to identify ways you can improve your study habits. Write Yes or No after each question.

1. Do you separate the notes for different courses? _____
2. Do you take notes in shorthand or use other abbreviations? _____
3. Do you use brief phrases rather than complete sentences for notes? _____
4. Do you spend a great deal of time sorting papers before starting to study? _____
5. Do you use notes in studying for an examination? _____
6. Do you review previous class notes before studying the assigned lesson? _____
7. Do you recopy notes taken in class so that the notebook will be neat? _____
8. Do you usually participate in class discussion? _____
9. Do you volunteer to answer questions in class? _____
10. Do you ask questions in class if you don't understand? _____
11. Are you frequently late to class? _____
12. Do you frequently read other materials during class? _____
13. Are you frequently inattentive in class? _____
14. Do you sometimes write letters during a lecture? _____
15. Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class? _____
16. Do you take all permissible "cuts" from class? _____
17. Do you turn in written assignments after the date due? _____
18. Do you frequently whisper to your neighbors during class? _____
19. If you receive a failing grade on a test, do you discuss it with the teacher? _____
20. Do you spend more time on subjects you like than on subjects you dislike? _____
21. Do you close the window and door in your room while studying? _____
22. Do you study with music or a TV on? _____



2—Evaluate Study Habits (continued)

23. Is there adequate light for study? _____
24. Do you make an effort to reduce environmental distractions? _____
25. Do you study while reclining on the bed or in an easy chair? _____
26. Do you usually enjoy attending classes? _____
27. Do you have anything on your desk that distracts you while you are studying? _____
28. Can you get more done if you study in the library? _____
29. Do you frequently allow personal problems to interfere with studying? _____
30. Are you familiar with the Reader's Guide to Periodical Literature and other reference materials? _____
31. Do you understand the card catalog system or the computer catalog system used in your library? _____
32. Do you resent having your work criticized? _____
33. Do you seek help without being told you need it? _____
34. Do you usually go to bed not later than 11 P.M.? _____
35. Do you plan time for exercise each day? _____
36. Do you usually get up early enough to allow time for breakfast? _____
37. Do you find you daydream when you should be studying?

38. Have you ever planned a schedule of activities for a day?

39. If you plan for study and work, do you follow such a daily plan? _____
40. Do you sometimes study early in the morning? _____
41. Do you always study at night? _____
42. Do you sometimes study in a free hour between classes? _____
43. Are you able to recognize the important points in an assigned lesson? _____
44. Do you study charts, diagrams, and other illustrations in the lesson? _____
45. Do you use the numbered subpoints, topic headings, or other chapter breakdowns as guides to learning? _____
46. Do you try to include in your notes the statements stressed in lecture? _____
47. Do you often argue with a teacher about test questions marked wrong? _____



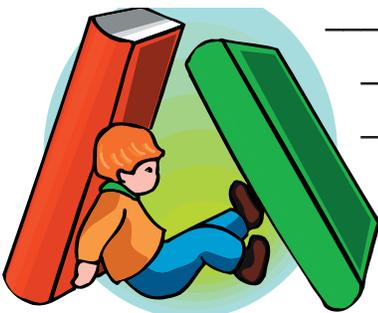
Evaluate Study/Test-Taking Techniques

Answer the following questions about a test you studied for.

1. What was your grade on the test? _____
2. How many days before the test did you begin studying? _____
3. How many hours a day did you study? _____
4. How many total hours did you study? _____
5. What is the hardest part of taking a test for you? _____

6. Describe your usual study procedure. How did you study for the test (from notes or from the book)? Did you write, speak, tape record material and play it back? How many times did you review the same material? Did you use proper health practices before you took the test (enough sleep, proper nutrition, etc.).

7. List ways you can improve your study habits or use of time to do better on the next test.



8. Are there particular areas of the test you had more difficulty with? List ways to improve your next test of this type. Answers could include grammar or spelling review, improving note-taking, spend more time studying, etc. _____

3—Evaluate Study/Test Taking Techniques (continued)

9. Discuss different study methods and study ideas with the rest of the class. Make a list of possible study techniques.

Community Services/Regulations

There are several things to consider when choosing a place to live. Even though a prospective homeowner may have found the “ideal” home or building site, it is important that he or she investigate local community services and building regulations before making the final purchase agreement. Remember that legal restrictions affecting building sites may be federal, state, or local laws. Cities, neighborhoods, and subdivisions can also set rules and regulations.

Investigate zoning rules and community services. You can investigate your own hometown or choose another city or town. Use local sources of information or the internet. Indicate whether services are available or unavailable. If available, indicate how close the services are.

City or community investigated: _____

Community Services:

shopping facilities _____

banking facilities _____

child care facilities _____

educational facilities _____

hospital/healthcare/ medical facilities _____

police and fire protection _____



4—Community Services/Regulations (continued)

public transportation _____

recreation areas _____

sanitation/trash/garbage _____

Regulations

1. Explain local zoning regulations. _____

2. What restrictions are there on designs of buildings that can be constructed? _____



4—Community Services/Regulations (continued)

3. What restrictions does the city/neighborhood have on lot sizes or the piece of land on which a home is built? _____

4. Are there restrictions on the number and kinds of animals that can be kept in the city limits? If yes, describe them. _____

5. Did you learn any regulations that surprised you? If you did, list them. _____

Utility Deposits and Fees

Whether renting or buying a place to live, there will most likely be at least some utility fees and deposits required. If not budgeted for, the total may be quite surprising!

Contact local utility companies and obtain information on what a first-time customer might expect to pay in the way of fees and deposits. If more than one option is available, list all choices.



Utilities (gas and/or electric) _____

Cable/satellite television (List different plans available) _____

Garbage pick-up _____

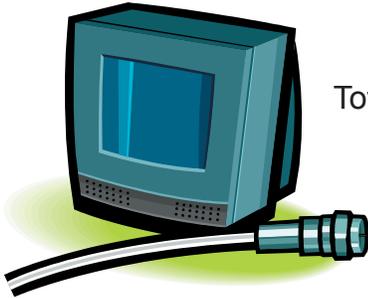
Sewage _____

5—Utility Deposits and Fees (continued)

Telephone service _____

Water _____

Other _____



Total cost: _____

Name/Score _____

Research Car Features/Prices

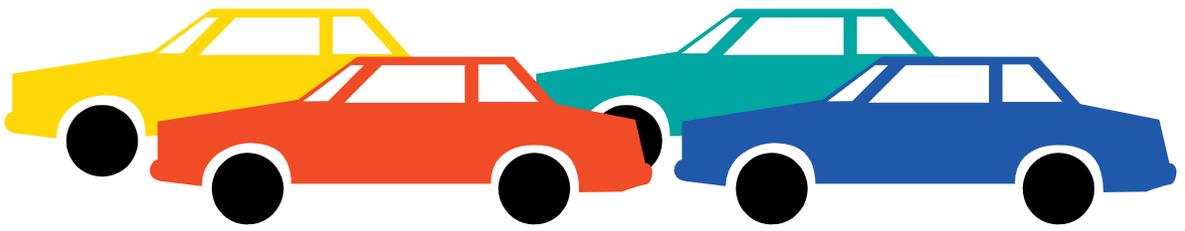
There are many places to get information about cars you might consider buying. There are magazines that provide consumers with information about various products. This information allows consumers to make wise and informed decisions on types and brands of items to purchase. Consumer magazines provide information about such things as safety, durability, price, and resale value of products.

The internet is another source of information about cars and car buying. On many sites you can actually design your own car and find out how much it would cost. Sometimes you can even find out about monthly payments.

Using the internet or consumer magazines and other resources suggested by your teacher, research a car or cars you would like to own someday. If using the internet, you can use a search engine to find sites (search for car buying or something similar), or you can visit the sites of the automotive manufacturers such as Ford, GM, or Honda. etc.

sites or magazines used: _____

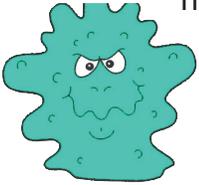
What I learned? _____



Name/Score _____

Research Health Issues

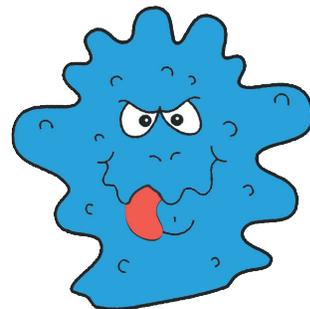
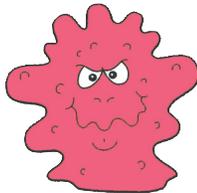
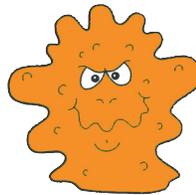
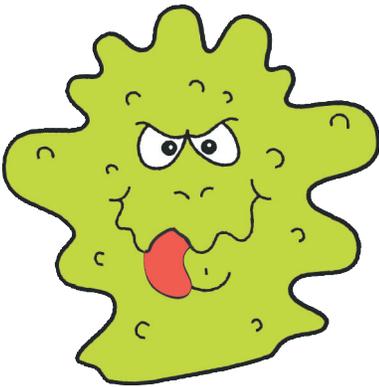
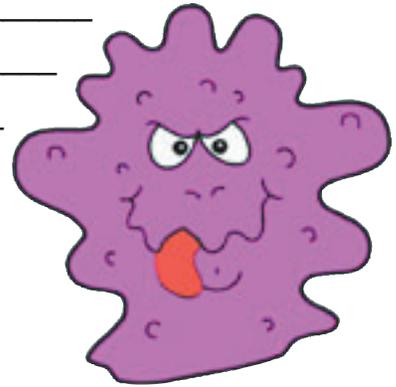
In any newspaper, magazine, and TV or radio news report, you can see features on major health issues. National health care and its cost is a major issue. Cancer research continues to search for treatments and cures. New diseases seem to appear each year. Organ transplants have become more and more commonplace. Cloning promises to be an issue for years to come. These are only a few of the issues we see, hear about, and read about each day.



Choose an issue that interests you. Research it using the internet or other research materials. Prepare a written report and, if time permits, an oral presentation on the topic. Include how you feel about the issue or your solution to the problem.

List your references _____

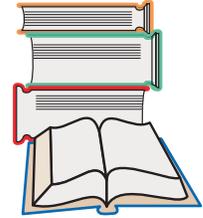
Write your report on separate sheets of paper.



Use an Encyclopedia

Encyclopedias are useful when writing reports because, if they are the current version, they contain up-to-date information on subjects that don't change frequently. Most encyclopedias come in sets that are numbered or lettered to show where each volume belongs in the set. Information is in alphabetical order, but many sets also have an index, which makes it easy to find all related articles.

Today, the internet is another source of information. It can provide the latest information on rapidly-changing topics. There are online encyclopedias available. Remember, the internet can also contain inaccurate information because no one checks what is out there. If you are using the internet for research, you must check the validity of your source and/or verify all information found on the site.



For this part of the assignment, use the encyclopedias in your school library, city library, or at home. You will probably find several different sets. Complete the following information for two different sets.

Part 1

1. Name of encyclopedia _____

Publisher _____

Copyright date _____

How many volumes in set? _____

Does set contain pictures or other illustrations? _____
2. Name of encyclopedia _____

Publisher _____

Copyright date _____

How many volumes in set? _____

Does set contain pictures or other illustrations? _____

Part 2

An encyclopedia holds the answers to thousands of questions—if you can find the article you are looking for. The first step in finding information is to choose the correct volume of the encyclopedia. On the spine of each volume, you will usually find a number and at least one letter. One volume might contain all the subjects that begin with **S** to **Sn**, such as *Science* or *Snowplow*. Another volume might contain all the subjects from **C** to **Ch**. The subject *Careers* would be in this volume, but *Code* would not.

8—Use an Encyclopedia (continued)

Use a set of encyclopedias in the library or resource center to decide where you would find the subjects listed. In the blank before each subject, write the volume number you would use to find the subject. You do not have to look up the subject.

Name of the set of encyclopedias used: _____

1. diesel engines _____
2. Spain _____
3. welding _____
4. child care _____
5. careers _____
6. motorcycles _____
7. marine engines _____
8. building trades _____
9. former President Reagan _____
10. architecture _____
11. Oklahoma _____
12. turbine _____
13. language _____
14. planets _____
15. safety valves _____
16. jigsaw _____
17. insulation _____
18. volcanoes _____
19. roofing _____
20. appliances _____

Part 3

Use encyclopedias to answer the following questions.

1. What country first had plumbing? _____

8—Use an Encyclopedia (continued)

2. Name three rivers found in Germany. Then name a city found on each river.

3. When was the Rock-and-Roll Hall of Fame founded? Where is it located? _____

4. Name the seven original astronauts. _____

5. Does your encyclopedia list other topics to research for more information about astronauts? _____

6. If yes, write the names of the topics listed

Example: NASA

- a. _____
b. _____
c. _____
d. _____

Part 4: Using Online Encyclopedias

There are many online references and encyclopedias. Explore one or more of these sites. You may want to start at www.encyclopedia.com or www.infoplease.com; there are many others. Take notes on the features of the sites. Visit at least two sites.

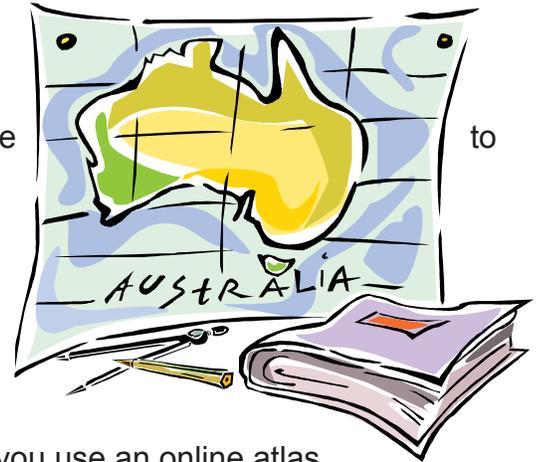
web address _____

description: _____

Use an Atlas

An atlas is a book of maps. Many atlases have an index arranged in alphabetical order under such headings as cities, rivers, countries. The index will tell you on which page look and the approximate place to look on the map to find information.

Two online atlases can be found at www.encycarta.com or www.infoplease.com



Part 1

Use an atlas (book or internet) to find the following information. Write the information in the blanks provided. If you use an online atlas, list its web address instead of a page number.

- Find a map that shows the country in which you live.

Name of country _____

Name of atlas _____

Page number of map or web address _____

- Find a relief map, showing rivers, mountain ranges, and deserts.

Name of map _____

Name of atlas _____

Name two features such as a river or lake.

Page number of map or web address _____

- Find a political map of Europe that shows boundaries between countries. Name three countries in Europe.

a. _____

b. _____

c. _____

Page number of map or web address _____

- Visit the website listed below. It lists towns in the United States with wacky names. Look at the list. Make a list of the ones you think are the wackiest.

www.factmonster.com/spot/wackytowns.html

9—Use an Atlas (continued)

Part 2

Use an atlas to fill in the blanks in the following imaginary trip.

I left the United States from New York on a spacious cruise ship. I had crossed the (1)___ Ocean, and I landed at Cherbourg in (2)___ (country). I drove along the coast to Le Harve. From there I was able to get a train east along the (3)___ River, until I came to (4)___ (capital of France). I got a car and headed southeast for Genoa in (5)___ (country). I crossed the (6)___ (mountains). From Genoa, I took another ship that sailed for two days through the (7)___ Sea. I landed at Port Said, Egypt. I crossed the (8)___ Peninsula into Israel. From Israel, I flew over the (9)___ Ocean to Singapore. The last part of my trip took me to Honolulu. This city is the capital of (10)___ (state). Then I sailed northeast from Honolulu, across the (11)___ Ocean to the mainland of the United States. I passed through the (12)___ Gate, went under the Golden Gate Bridge, and into the harbor of (13)___ in California.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____



Use a Dictionary

Some people think that a dictionary is a book used only for finding word meanings or spelling. However, a dictionary shows syllables, pronunciations, verb forms, parts of speech, plurals, word origins, synonyms, and antonyms. Many dictionaries also contain lists of colleges and universities; punctuation, mechanics, and manuscript form; tables of weights and measures; and special signs and symbols.



The answers to the following can be found in the dictionary. Write your answers in the space provided.

1. Write the plural for *cactus*. _____
2. Write the correct spelling (*conductor*, *conducter*). _____
3. Write a synonym for *work*. _____
4. Write the part of speech and a definition for the word *engine*. _____

5. Write the number of syllables in the word *mechanical*. _____
6. Write the definition of the word *gimmick*. _____
7. Write the correct spelling (*metel*, *metal*). _____
8. Write all the parts of speech given for the word *hostess*. _____
9. Write the number of syllables in the word *hydrometer*. _____
10. Write the plural for the word *datum*. _____
11. What is the definition of the word *yurt*? _____



Identify Time Zones

The sun shines on different parts of the world at different times. Because of this, clocks in different places do not show the same time. Within the mainland United States, there are four different time zones. To complete this assignment, you will need a map of the United States that shows the four time zones. It can be a paper map or an online map.



1. What are the names of the four time zones in the mainland United States?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. Assume that it is 9 PM in California, and you want to call your grandfather in New York. What time will it be at your grandfather's house? _____
Should you place the call? Why? _____

3. Assume it is 6 AM in Oklahoma.
What time is it in New Mexico? _____
What time is it in southern Florida? _____
4. Assume it is 9 AM in California.
What time is it in Oklahoma? _____
What time is it in eastern Kentucky? _____

Reader's Guide to Periodic Literature

Most schools and libraries have files containing several years of magazines that contain useful information. When called upon to prepare a report, students do not usually know the title of an article or which magazine an article may be in. *The Reader's Guide to Periodical Literature* lists magazine articles by author and subject.

Use the Reader's Guide to Periodical Literature in your library or school resource center. Find a magazine containing an article on each of the following subjects. Write information from the *Reader's Guide to Periodical Literature* about each topic given.

1. Mental Health and Wellness

Name of article _____

Author _____

Magazine _____

Date of magazine _____

2. Desert Storm

Name of article _____

Author _____

Magazine _____

Date of magazine _____

3. Watergate

Name of article _____

Author _____

Magazine _____

Date of magazine _____

4. Labor Unions

Name of article _____

Author _____

Magazine _____

Date of magazine _____

12—Reader's Guide to Periodic Literature (continued)

5. Cloning

Name of article _____

Author _____

Magazine _____

Date of magazine _____

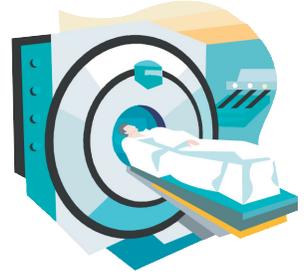
6. MRI

Name of article _____

Author _____

Magazine _____

Date of magazine _____



7. Satellite TV (such as Dish Network or Direct TV)

Name of article _____

Author _____

Magazine _____

Date of magazine _____

8. New York Yankees

Name of article _____

Author _____

Magazine _____

Date of magazine _____

Finding Biographical Information

A biographical dictionary lists famous people, their dates of birth and death, and other important facts about them. It is a good source for biographical information. You can find them in most libraries.

You can also find biographical information on the internet. If you use the internet, you should verify that the source of the information is reliable, or you should find the same information in two or three different places. Remember, anyone can put anything on the internet without verifying its accuracy.



Choose five or more people you would like to know more about. They can be news, entertainment, or sports figures; they can also be current or historical people. Use the biographical dictionary or the internet to complete the following information. If you use the internet, verify the accuracy of the information.

1. Name known by _____

Full name _____

Date born _____

Date died _____

Important facts _____

2. Name known by _____

Full name _____

Date born _____

Date died _____

Important facts _____



13—Finding Biographical Information (continued)

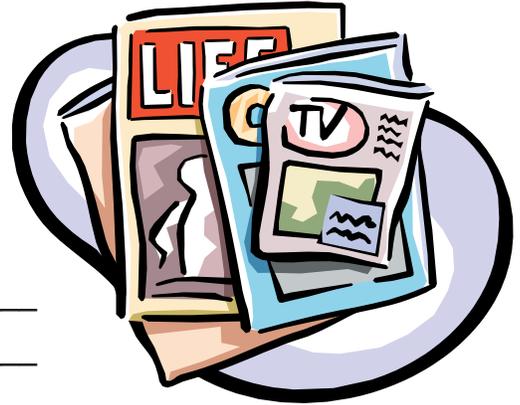
3. Name known by _____
Full name _____
Date born _____
Date died _____
Important facts _____

4. Name known by _____
Full name _____
Date born _____
Date died _____
Important facts _____

5. Name known by _____
Full name _____
Date born _____
Date died _____
Important facts _____

Magazines—Paper and Online

Because magazines are published on a certain time schedule (weekly, monthly, yearly), they are often called periodicals. Choose four magazines from your library. In the space provided below, write the name of the magazine, how often it is published, and the name of one article you might enjoy reading.



1. Name of magazine _____
How often published _____
Name of one article I might enjoy reading _____

2. Name of magazine _____
How often published _____
Name of one article I might enjoy reading _____

3. Name of magazine _____
How often published _____
Name of one article I might enjoy reading _____

4. Name of magazine _____
How often published _____
Name of one article I might enjoy reading _____

14—Magazines—Paper and Online (continued)

Many magazines are now available online. Sometimes the entire magazine is online and is free of charge. Other times you can see a contents page or a sample of the articles, but have to pay a fee to read the entire magazine.

Find four online magazines. You can start with the ones you used earlier, or you can find four different magazines.

5. Name of magazine and website _____

How often published _____

What is the cost to read the magazine? _____

6. Name of magazine and website _____

How often published _____

What is the cost to read the magazine? _____

7. Name of magazine and website _____

How often published _____

What is the cost to read the magazine? _____

8. Name of magazine and website _____

How often published _____

What is the cost to read the magazine? _____

9. Would you rather read a paper magazine or an online one? Why? _____



Using Reference Materials

Visit a library or resource center. Find the section that contains reference books. You will find dictionaries and encyclopedias such as World Book Encyclopedia, Compton's Encyclopedia, Webster's Dictionary, and Thorndike Dictionary as well as many other types of reference books.

For each type of reference listed below, write the title, publisher, and year published on the lines given. This information can be found on the title page of the reference.

1. Dictionary _____
Title _____
Publisher _____
Year Published _____
2. Encyclopedia _____
Title _____
Publisher _____
Year Published _____
3. Almanac _____
Title _____
Publisher _____
Year Published _____
4. Atlas _____
Title _____
Publisher _____
Year Published _____



See if these materials are available online. If they are list the websites below.

Almanacs

Your library may have several different almanacs. The index for an almanac will usually be in the front. Use it to find the information you need. There are many online almanacs available. One can be found at www.infoplease.com

Use the almanac (book or online) to look up the answers to the following questions. Write your answers in the spaces provided.

1. Write the name (or the website) of the almanac you are using. _____

2. What is the elevation and name of the highest mountain in the U.S.? _____

Found on page or at website _____

3. Who won the Indy 500 in 1990? _____

Found on page or at website _____

4. On what page (website) can you find the official United States Post Office abbreviations for each of the states? _____

What is the abbreviation for your state? _____

5. What airport had the most incoming flights in the U.S. in 2000? _____

Found on page or at website _____

6. Look through the book or website. Write some of the interesting information you learned.



Telephone Directories

Anyone who has a telephone may have his or her name and address listed in the local telephone book. All the names in the telephone directory are listed alphabetically according to the person's last name. To complete Part 2, you will need a telephone directory with an area code map and listings.



Part 1

Skim over the following telephone listings to find the number and address of each person whose name is listed below. Write the information in the correct column. Try to write out the entire address without using abbreviations.

Finkel Jack 500 Ocean	582-9030	Fiorentino Sal 224 Green.....	566-7890
Finley A 418 Miller Av	498-3678	Fiorenza Ben 1542 81.....	798-3456
Finn Loretta 175 Troy	222-3458	Fiorenzo Rose 94 Bay Pl	457-0987
Finn Richard 245 15	378-0945	Fiori Robert 64 16 Av	333-5688
Finnan John J 534	465-7908	Fioribelo Goldi 364 93	667-9326
Finnegan Ed 39 Pine.....	688-9074	Fiquet Claude 124 E 33	940-8763
Finnerty Matt 18 Gelson Av	972-3405	Fir Buff The 19 Quinlan Av	822-3456
Finnie D 2809 Wyckoff Cr.....	875-9043	Fireman Sue 64 W 89	256-7444
Finno Mary 2061 58	777-2239	Firestein H 172 W 1	224-9846
Finz Bernard 1750 Pitkin Ln	236-4578	Firmin Richard 225 Loy	677-8444
Fiore Mary 1722 Union Blvd	788-4755	Firtle Bennett 524 56.....	335-0974

Name	Address	Telephone Number
Bernard Finz	_____	_____
Robert Fiori	_____	_____
A Finley	_____	_____
Rose Fiorenzo	_____	_____
Bennett Firtle	_____	_____
Mary Fiore	_____	_____
H Firestein	_____	_____
Loretta Finn	_____	_____
Claude Fiquet	_____	_____
D Finnie	_____	_____

Part 2

To make a long-distance telephone call, you also need to know the area code of the city you are calling. Use the map found in a telephone directory or an online directory to fill in the area codes of the cities and states listed below.

1. Tulsa, Oklahoma _____
2. South Carolina _____
3. Columbus, Ohio _____
4. St. Louis, Missouri _____
5. Albany, New York _____
6. Houston, Texas _____
7. Mississippi _____
8. Wyoming _____
9. New Mexico _____

Part 3: Use an online directory

There are many online directories. Using a site such as www.switchboard.com or www.anywho.com, answer the following items.

1. Search for your own number or a friend's number. Did you find it? _____
2. Write the name and number of a golf course in Chicago, Illinois. _____

3. Write the name of a florist in Lahaina, Hawaii. _____

4. Write the name of a barbecue restaurant in Tyler, Texas. _____



Yellow Pages—Paper and Online

The yellow pages in the telephone directory contain business listings and advertisements. Knowing how to use the yellow pages can save you time and trouble. There are many online “yellow page” listings. You may want to visit the following “yellow page” sites:

www.switchboard.com

www.yellow.com

www.superpages.com

www.smartpages.com

www.anywho.com

www.yellowpages.com



Part 1

Use the yellow pages in your local telephone directory to answer the following questions.

- Under what page heading will you find the following yellow pages' listings?
 - doctors _____
 - lawyers _____
 - auto repair _____
 - hair dressers _____
 - video equipment _____
 - supermarkets _____
- How many pizza restaurants are listed in your directory? _____
- What is the name of one of your local banks? If hours are listed, what are they?

- How many construction companies are listed in your directory? What are some of the services they offer? _____

- What is the number and address of the local tag agency? _____

- If the directory has an index to the Yellow Pages, on what page does it begin? Did you use the index to the yellow pages to help you complete this assignment?

Part 2

Use an online yellow pages to complete the following

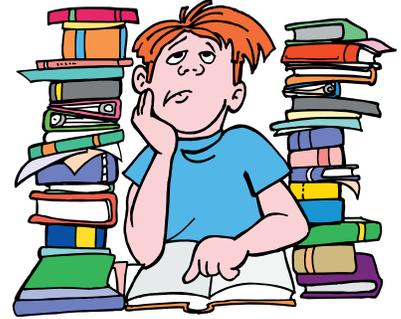
1. Find the name, address, and phone number of three museums in Washington, DC. Write the information on the lines below.

2. Write the name, address, and phone number of four automotive dealers in Logan, Utah.

3. How many hospitals are listed for Houma, Louisiana? _____
Write the name, address, and phone number of two of them. _____

Finding Answers

Finding answers to items such as those listed below is easy if you know how and where to look. One place to look is a newspaper (paper or online). If you decide to use a paper newspaper, you can use its index, usually found on the front page, to tell you what page to turn to. Online newspapers usually have hot links to different sections. For some of the information, you can use the internet.



Use an online or paper newspaper and/or the internet to answer the following:

1. You want to plan a picnic this week. When will the weather be best? _____

2. What is on television tonight? List two shows for each time period.

7:00 _____

7:30 _____

8:00 _____

8:30 _____

9:00 _____

9:30 _____

3. List three games or events that were played last night. Be sure to include the scores.

20—Finding Answers (continued)

4. List the names of two apartment complexes or other places to rent.

5. Find the editorial section. Read one of the editorials and summarize it below.

6. Find the letters to the editor section. Read one of the letters and summarize it below.

7. Find the movie and/or TV reviews. Summarize one of them below.

8. Find a food or recipe section. Write the name and ingredients for a recipe you find.

9. Write your horoscope below.





Finding Answers 1

Use paper or online reference sources to find the answers to the items below. If you use online references, be sure they are reliable. Remember, anyone can put anything on the internet; it is not necessarily accurate.

1. Who won the 1990 World Series? _____
2. Who was John L. Lewis? _____

3. What does the word *combustible* mean? _____

4. Which states have a town named Springfield? _____

5. Who was Piaget? _____
6. Who won the first Super Bowl? _____
6. Who is the Chairman of the Joint Chiefs of Staff? _____

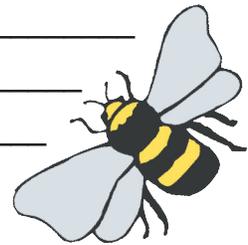
7. What are killer bees? _____

8. Name the world's oceans _____

9. Name all the states that border Canada? _____

10. Who was President of the United States in 1900? _____

11. Which state grew more wheat last year? _____
12. How far is it from New York to Los Angeles? _____
13. Since Greenland is not very green, why was it called Greenland? _____



14. Is the Dead Sea really dead? Why or why not? _____

15. How many languages are spoken today? Which one is considered the hardest to learn?

16. What natural item keeps Iceland from being as cold as its name sounds? _____

17. The streets found in the Monopoly game are also found in which U.S. city?

18. Use the following formula to find the place that is exactly opposite your hometown. Find the latitude of your hometown. Change the direction. For example, if it's north make it south. Find the longitude. Subtract it from 180. Change the direction. For example, if it's east, make it west. The new latitude and longitude will be the opposite point on the globe.

What is opposite your hometown? _____

What is opposite Washington, DC? _____

19. Find out which U.S. city is

the farthest north _____

the farthest south _____

the farthest east _____

the farthest west _____

20. In movie/TV production, who are *gaffers* and *best boys*? _____

Drawing Lines and Objects

In order to draw lines to specified dimensions, you must be able to read a ruler accurately and use it to measure objects accurately. In this assignment you will be using one or more of the basic measuring tools to draw lines and objects to specified dimensions.



1. $2 \frac{1}{4}$ inches
2. $3 \frac{3}{4}$ inches
3. $4 \frac{1}{2}$ inches
4. $1 \frac{1}{8}$ inches
5. $2 \frac{5}{8}$ inches
6. $4 \frac{3}{8}$ inches
7. $5 \frac{7}{8}$ inches
8. $2 \frac{1}{16}$ inches
9. $4 \frac{5}{16}$ inches
10. $5 \frac{9}{16}$ inches
11. $3 \frac{15}{16}$ inches
12. $5 \frac{3}{4}$ inches
13. $1 \frac{3}{16}$ inches

23—Drawing Lines and Objects (continued)

14. $2 \frac{7}{16}$ inches
15. $1 \frac{9}{16}$ inches
16. $\frac{3}{8}$ inches
17. $4 \frac{11}{16}$ inches
18. $2 \frac{13}{16}$ inches
19. Draw a rectangle with a height of $1 \frac{7}{8}$ " and a length of $2 \frac{3}{16}$ ".

20. Draw a triangle with a base length of $2 \frac{1}{2}$ ", a height of $1 \frac{1}{4}$ ", and one slope of $2 \frac{1}{8}$ ".

24—Choosing TV Shows Wisely (continued)

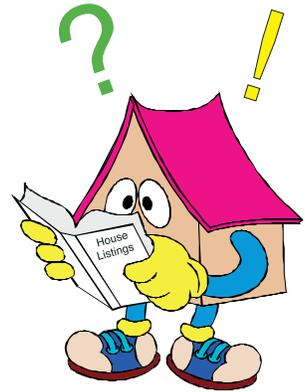
Reasons these shows fit the “educational value” requirement.



Cost of Housing Needs/Wants

With housing costs increasing, it is important to carefully budget one's income when renting or buying a home. Deciding how much money to spend on housing is a personal choice that depends on individual needs, income, values, and priorities.

Read each of the following situations. Calculate the cost differences in housing *needs* and housing *wants*.



Part 1

Joe is a single, 22-year-old, full-time salesperson and part-time student. He has budgeted \$500 to a maximum of \$600 per month for rent. The new Willowbend Apartment Complex is close to his school and work site, provides 24-hour security, and has two vacancies.

Apartment A — Two bedroom apartment with dishwasher, washer and dryer, built-in microwave, located pool-side. \$600 per month

Apartment B — One bedroom apartment with no dishwasher, access to the apartment complex laundry facility, built-in microwave, located one building away from the swimming pool. \$475 per month

- Do both apartments provide for the basic human needs housing should meet? Explain your answer. _____

- Which apartment may provide for “wants” that are not “needed” for adequate housing? Explain your answer. _____

- How much financial difference per month is there in the two apartments?

- If Joe has to sign a 12-month lease, how much will a one-year lease cost?
Apartment A _____
Apartment B _____

25—Cost of Housing Needs/Wants (continued)

5. Discuss in writing which apartment would be the better choice for Joe. Explain your reasons.

Part 2

Margaret is single, a computer technician, and is looking to purchase her first home. The house she is considering costs \$90,000. Unfortunately, it does not have all of the features she would like to have. How much will the following cost?

NOTE: Use local newspaper advertisements, sales catalogs, store prices, and the internet to estimate these costs..

Item

Dishwasher _____

Washer/Dryer _____

Garbage Disposal _____

Electric Garage Door Opener _____

Refrigerator with Ice Maker _____

What is the total purchase amount Margaret could expect to spend to buy the house and the additional items she wants? _____

Compare Grocery Prices

Consumers are constantly being exposed to many products as they shop. Thousands of items are stocked in large, supercenter-style stores. It is estimated that approximately 5,000 new products appear each year.

Today there are many different places to shop for groceries. Some people shop at large supercenters that have everything from food to toys to clothing. Others may shop at smaller chains or locally owned supermarkets. Others may choose to buy groceries at convenience stores. In some places you can even shop for groceries online. It is important for the consumer to compare prices to obtain the best deal while also considering things such as convenience and service.

Part 1

Compare prices by completing the chart found on the back of this page. If possible, include three different types of stores. In the Product Specifics column, include information such as brand name, package size, etc. Remember you must compare the same brand and size. Circle the lowest price for each item. Use this information to answer the questions below.

Part 2

1. Look at your chart and count the number of times each store is listed in the last two columns.

Lowest Prices

Highest Prices

Store #1 _____

Store #1 _____

Store #2 _____

Store #2 _____

Store #3 _____

Store #3 _____

2. Which store had the most low prices? _____
3. Which store had the most high prices? _____
4. Which store would you select to shop at? Why? _____

26—Compare Grocery Prices (continued)

What to Buy	Product Specifics	Price Store 1	Price Store 1	Price Store 1
milk				
butter or margarine				
ground beef (per pound)				
steak (per pound)				
canned fruit				
bath soap				
lettuce				
hot dogs				
eggs				
fruit juice				
chicken, cut up (per pound)				
chicken, whole (per pound)				
frozen, ready to cook entree				
flour				
frozen vegetable				
peanut butter				
coffee				
zip-close plastic bags				

Compare Meat Prices



Research shows that at least 1/3 of each food dollar spent at the supermarket is spent on meats, meat substitutes, and foods containing meats. Knowing about the different kinds of meat and their prices is important if the consumer is to get the best buy available.

Complete the following assignment by visiting a local supermarket or using advertisements or other available resources. Look at the different products available. Choose 10 products in each category. Remember you can choose the meat itself or any packaged-product containing the meat. Write brief descriptions of the products chosen and fill in the other information.

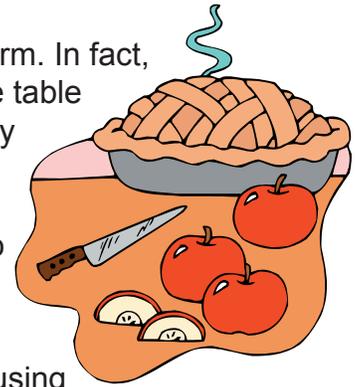
Beef Products	Size	Total Price	Price per Pound

27—Compare Meat Products (continued)

Pork Products (continued)	Size	Total Price	Price per Pound
Seafood Products	Size	Total Price	Price per Pound

Store-bought or Homemade

Today almost anything you want to eat is available in a ready-to-eat form. In fact, you can even buy a complete Thanksgiving dinner, ready to put on the table and serve. When considering whether to prepare from scratch, partially from scratch, or totally bought, you will have to weigh factors such as the value of your time vs the cost of the product. Believe it or not, sometimes it is cheaper to buy than it is to make. Remember, you also have to consider taste. No one wants to eat something that tastes bad—whether it’s homemade or gourmet.



Complete the following assignment by visiting a local supermarket or using advertisements or other available resources. Look at the different products available. Fill in the brand name of the products you choose. Use the blank rows if you find a product type that isn’t listed. You can leave some rows blank.

Plain Pastry Crust	Items per Package	Total Price	Unit Price
Frozen, ready-to bake crust Brand name:			
Frozen, ready-to bake crust Brand name:			
Piecrust mix Brand name:			
Piecrust mix Brand name:			
Piecrust sticks Brand name:			
Piecrust sticks Brand name:			
Homemade			

28—Store-bought or Homemade (continued)

Graham Cracker Crust	Items per Package	Total Price	Unit Price
Frozen, ready-to bake crust Brand name:			
Frozen, ready-to bake crust Brand name:			
No-bake piecrust mix Brand name:			
No-bake piecrust mix Brand name:			
No-bake piecrust Brand name:			
No-bake piecrust Brand name:			
Homemade			
Fruit Pie (Compare one kind of fruit pie, such as apple or cherry)	Items per Package	Total Price	Unit Price
Homemade using fresh fruit			
Homemade using frozen fruit			
Homemade using canned fruit			
Homemade using canned prepared fruit filling			
Frozen prepared pie Brand name:			

28—Store-bought or Homemade (continued)

Frozen prepared pie			
Brand name:			
Bakery or specialty shop fruit pie			
Cream Pie	Items per Package	Total Price	Unit Price
Homemade using prepared frozen piecrust, pie filling mix, and prepared topping			
Totally homemade			
Homemade using prepared frozen crust, homemade pie filling, and prepared topping			
Homemade using frozen crust, pie filling mix, and homemade topping			
Homemade using homemade piecrust, prepared pie filling, and prepared topping			
Homemade using homemade piecrust, homemade pie filling, and prepared topping			
Homemade using homemade piecrust, prepared pie filling, and homemade topping			
Frozen prepared pie			
Bakery or specialty shop cream pie			



Read a News Article/Story

Use a newspaper, either paper or online, to complete this assignment. Find a news story or feature article in each of the following areas—local, state, national, and world news issues. Remember that news articles or stories should include the 5 W's and the H (who, what, where, when, why, and how).



Complete the following:

Local

Name of newspaper used _____

Headline _____

Identify the five w's and the h in this article.

Who _____

What _____

When _____

Where _____

Why _____

How _____

State

Name of newspaper used _____

Headline _____

Identify the five w's and the h in this article.

Who _____

What _____

When _____

Where _____

Why _____

How _____

29—Read a News Article/Story (continued)

National

Name of newspaper used _____

Headline _____

Identify the five w's and the h in this article.

Who _____

What _____

When _____

Where _____

Why _____

How _____

World

Name of newspaper used _____

Headline _____

Identify the five w's and the h in this article.

Who _____

What _____

When _____

Where _____

Why _____

How _____

Interpret a Lease

A lease is a written agreement between a landlord and tenant. The lease, which is dated and signed by both parties, is a *legal document* that binds the landlord and the tenant to the terms stated in the agreement.

Before signing any lease it is important to have read the lease and to have a clear understanding of the terms of the lease.

Read the sample lease and interpret it by answering the following questions. Use information from the library, resource center, or textbook to assist in the interpretation, if needed.

1. How much is the monthly rent? _____
2. When is the rent due? _____
3. What happens if the rent is late? _____
4. How much is the security deposit? _____
5. Will the security deposit be returned? _____

6. When may the landlord enter the apartment? _____

7. Under what conditions are pets allowed? _____

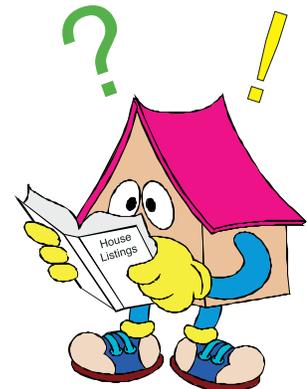
8. Who is responsible for utility bills and deposits? _____

9. When does the lease expire? _____
10. How many days notice must be given before vacating the apartment? _____

11. How much will the tenant have to pay before or when he or she moves in _____

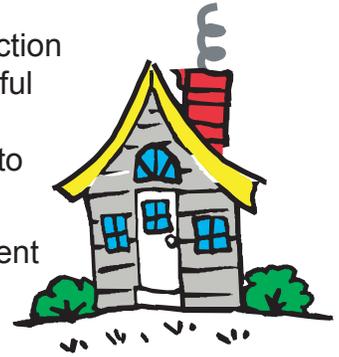
Sample Lease

Address	100 West 1st Street
Monthly rent	\$850.00
Number in family	Adults 2 Children 1
Present address	520-A Eastern Apartments
Phone	555-0000



Interpret Housing Advertisements

Newspapers often advertise local available housing in the real estate section of the classified advertisements. The advertisements generally give helpful information to the reader, but use abbreviations to save space. To avoid wasting time looking at homes you are not interested in, you must learn to read and understand the abbreviations.



Interpret the following advertisements. Rewrite the complete advertisement in the space provided.

1. Lux 1br townhouse, 1 ba, FP, W/D. \$820/mo. +util. Refs req, appt only. 555-5555.

2. Rural 4br/2gar house. Avail 1-15. C/A, C/fan, FP, appl incl. \$1000 mo. +util, dep. Refs req. 555-0000 after 6pm.

3. 2br, 1 1/2ba apt. Furn. Avail 3-1. \$850mo + dep. 11111 W. 1st. 555-1111.

31—Interpret Housing Advertisement (continued)

4. Must sell beautiful 2000 SF home. 4br, 3ba, 2gar, FP, C/A, appl incl. \$150,000. Ford Realty 555-5555.

5. Lovely home w/new inground pool, 1900 SF, 4br, 2 ba, 2gar. Southwoods Schools. Appt only. \$100,500. Realty World 555-0000.



Job Hunting



Today there are many different places to look for a job. Online sites provide opportunities to research available jobs and post online resumes and applications. Some companies even conduct job interviews online. Another place to look for available jobs is the local newspaper where you are job-hunting.

For the following assignment, look up help wanted ads in the classified section of a newspaper. Think of a career area you'd like to pursue and pretend you are job-hunting. Choose *three* possible jobs you'd like to apply for. Clip the ads and attach them to this page. Think about how you'd sell yourself if you were really applying for these jobs. In the space provided, first write the title of the job and then jot some notes about things you'd stress in an interview, in a letter to the company, or on an application.

Part 1

1. Job Title _____
Things I'd tell about myself and my qualifications _____

2. Job Title _____
Things I'd tell about myself and my qualifications _____

3. Job Title _____

Things I'd tell about myself and my qualifications _____

Part 2



Career or job-related websites can be easily found today. Examples of these sites are listed below; there are many others. You can find more of these sites using a search engine such as google.com or yahoo.com.

Explore two or more of the sites listed below or find other job sites on your own. List the features found on the sites. Do you think the site would be helpful if you were job-hunting? Explain why or why not.

www.monster.com _____

Using a Newspaper

We all know that newspapers are sources of news, sports, and business information. They are also sources of many other kinds of information, such as childcare and household hints as well as remodeling and building information.



Look through a local newspaper. Find three or more articles that give you helpful hints or interesting information. Cut them out and attach them to this page. Then follow the directions to complete the activity.

Article's headline _____

Summarize the article _____

Article's headline _____

Summarize the article _____

Article's headline _____

Summarize the article _____

Using a Newspaper 2

It has been said that one person's junk is another person's treasure. Garage sales are often a good place to find your treasures and bargains. They are also a good way to make money and get rid of unwanted "junk." Newspaper ads are usually the way people list garage sales they are having and find garage sales they want to go to.



Read the garage sale ads in a local newspaper (Friday and Saturday papers are usually the best to use). Identify four or five ads that caught your attention and made you want to visit the sale.

Pretend you are going to have a garage sale. Find out the newspaper's requirements and charges for your ad. Write an ad that you think will attract people to your sale. Figure out what the cost will be.

Abbreviations 4

Write abbreviations for months of the year and days of the week.

January _____	July _____
February _____	August _____
March _____	September _____
April _____	October _____
May _____	November _____
June _____	December _____
Sunday _____	Thursday _____
Monday _____	Friday _____
Tuesday _____	Saturday _____
Wednesday _____	

Write the name of the month or day of the week and its abbreviation in the blank at the end of each sentence.

1. Christmas is in the month of ____.

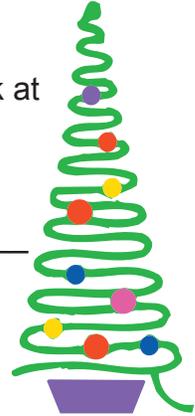
2. Most schools are closed on ____ and ____ each week.

3. The three months of summer are ____, ____, and ____.

4. Martin Luther King's birthday is in the month of ____.

5. Valentine's Day is __14.

6. Thanksgiving is celebrated in ____.



7. The five days most schools are opened are __, __, __, __, and __.

8. Labor Day is the first Monday in __.

9. Halloween is the last day of __.



10. St. Patrick's Day is in __.

11. Some people play tricks and jokes on friends on the first day of __.

12. Memorial Day is celebrated in __.

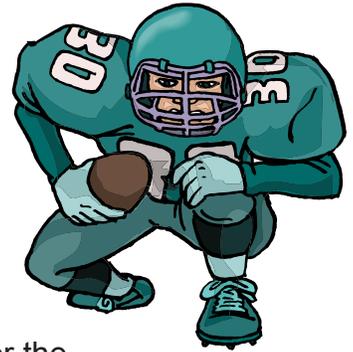
Commas

Part 1

Use commas to separate items in a series. Write commas in the following sentences to separate items written in a series.

EXAMPLE: Please don't talk, chew gum, or take pictures during this performance.

1. You will be required to read short stories plays poems and essays.
2. We painted the house put up the walls poured the concrete and plastered the rooms.
3. I did not know where you were how you were or when you would return.
4. I bought material thread pins needles and patterns for my crafts project.
5. Sara Kim Sandy Peggy and I baked the chicken for the banquet.
6. Jefferson played baseball football and basketball.
7. Mother bakes custards pies cakes and cookies.
8. I bought spark plugs air filters gasoline filters and jumper cables for the auto mechanics class.
9. Pine trees produce lumber charcoal creosote turpentine and rosin.
10. Iced tea juice lemonade and punch were taken on the picnic.



Part 2

Write your own sentences containing items written in a series. Separate those items with a comma.

1. _____

2. _____

3. _____

4.

5.

6.

7.

8.

9.

10.

Commas 2

Always use a comma before a conjunction that joins independent clauses in a compound sentence. Write commas before the conjunctions in the following sentences.

Part 1

EXAMPLE: I enjoy working with my hands, and you enjoy working with your head.

1. Ralph must have passed this way but I did not see him.
2. I will go to town to get the supplies but I will not pay for them.
3. She threw the burned cake into the garbage can and her mother helped her bake another cake.
4. All of us went to math class but Jerry went to the gym.
5. The stream beds that had been dry came to life and the soil became green with grass and bright with flowers.
6. The rivers rose and the waters flooded the town.
7. Brian changed the oil and Carl washed the car.
8. Either the gift was lost in the mail or she has forgotten to thank me.
9. He did not come to my birthday party nor did he bother to answer the invitation.
10. Circular saws are made in a large variety of types and they come in many different sizes.
11. A compass is an instrument used for drawing circles and a T-square is an instrument used to draw straight lines.
12. Sally went to the play but Jane went to a movie.



Part 2

Write your own compound sentences. Be sure to use the comma correctly.

1. _____

2. _____

3.

4.

5.

6.

7.

8.

9.

10.

Commas 3

Part 1

Single introductory words such as *well*, *yes*, *no*, *why*, *therefore*, *also*, and *so* need to be set off with a comma when they introduce a sentence. Write commas after introductory words in the following sentences.

EXAMPLE: *Also*, you must remember to put away all tools and equipment.

1. Well I tried to paint the room, but it was very messy.
2. No I am not going to the party.
3. Yes I bought the supplies for our project.
4. So I will be glad to help you.
5. Why I didn't know she was involved in a car wreck.
6. Also I have not answered her letter.
7. Why surely you haven't forgotten already.
8. Therefore falcons can be trained to become hunters.
9. Yes a sawhorse is two feet high.
10. Well I hope I pass the test.



Part 2

Write your own sentences containing the introductory words *well*, *yes*, *no*, *why*, *therefore*, *also*, and *so*. Relate your sentences to a hobby or interest of yours.

1. _____

2. _____

3. _____

41—Commas 3 (continued)

4.

5.

6.

7.

8.

9.

10.

Commas 4

Part 1

Use a comma before and after an appositive. Write commas before and after the appositives in the following sentences.

EXAMPLE: My father, a young-looking man, turned seventy-eight yesterday.

1. My brother the thinker in our family enrolled in physics and chemistry.
2. The Crosstown Reunion a big annual picnic was held one night last week.
3. The house a large mansion was built in 1890.
4. John one of our scientific geniuses blew the fuses on the lights.
5. A truck one carrying 4 tons of gravel tipped over on the bridge.
6. Chisels especially those carried on construction jobs are quite short.
7. Fritz a skilled welder did this work.
8. Tennis a lively game is fun to play.
9. Rita an extremely talented girl won first prize at our school.
10. Snorky my little cocker spaniel barked at our neighbor's cat.



Part 2

Write sentences in which you use the following words as appositives. Be sure to place commas where they are needed.

1. my neighbor _____

2. the teacher _____

3. our high school _____

42—Commas 4 (continued)

4. history class _____

5. cooking class _____

6. the maintenance crew _____

7. my hobby _____

8. cars and trucks _____

9. school events _____

10. hammers _____

Commas 5

Part 1

Use a comma before and after a parenthetical expression. Write commas before and after the parenthetical expressions in the following sentences.

EXAMPLE: Comma rules, according to my teacher, are easy to remember.

1. Mules in my opinion are not stupid at all.
2. Some squirrels for example can glide from one tree to another.
3. Math I think is an enjoyable class to take while in high school.
4. Summer in my opinion is the season of the year that people enjoy most.
5. My dad of course will let me go to summer camp.
6. He did not in fact keep his promise.
7. My grades for example will improve this year.
8. My father on the other hand is an authority on fishing.
9. Every high school girl I am sure likes to talk on the telephone.
10. It was Dad I believe that set the time limit.



Part 2

Write your own sentences containing parenthetical expressions. Be sure to write a comma before and after each expression.

1. _____

2. _____

3. _____

4.

5.

6.

7.

8.

9.

10.

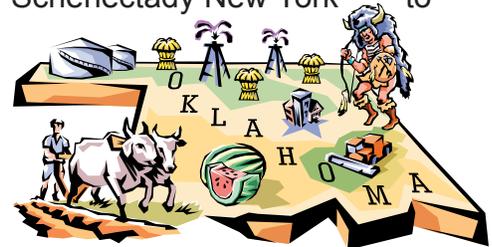
Commas 6

Part 1

Use a comma before each part of a date or address consisting of two or more parts when written in a sentence.

EXAMPLE: My brother lives at 33 Laurel Lane, Warren, Rhode Island 14802.

1. The Declaration of Independence was signed on July 4, 1776, in Philadelphia, Pennsylvania.
2. Gladys mailed the letter on May 10 1981 from New York; it did not arrive in Los Angeles until July 3 1982.
3. Sheila lives on Mimosa Drive, but Kathy lives at 1011 Jay Street Perry Oklahoma 73077.
4. The package from San Jose California was sent January 12 1980.
5. The letter addressed to 1425 Yucca Street was forwarded to Austin Texas after a delay of several days.
6. Mr. Cummings may be reached at 4350 Meadow Brook Road Keota Oklahoma or at 6350 Janson Street Miami Florida.
7. Timothy wrote a letter to the General Electric Company Schenectady New York to obtain information about small engines.
8. Free information about pipe fitting jobs can be obtained from L.S. Starrett Company Crescent Street Athol Massachusetts 01331.
9. On November 7 1907 Oklahoma became a state.
10. Guthrie Oklahoma was the first capital of the state.



Part 2

Write ten sentences containing the addresses of your friends, your teachers, and local businesses or important dates such as birthdays or graduation. Be sure the write commas in the correct places.

1. _____

2. _____

44—Commas 6 (continued)

3.

4.

5.

6.

7.

8.

9.

10.

Commas 8

Part 1

Use a comma before and after abbreviated titles within sentences. In the following sentences, write commas after names followed by abbreviated titles.

EXAMPLE: Jed Wilson, Ph.D., is my advisor.

1. The letter was signed Joanna H. Smithson M.D.
2. Allen Davis Ph.D. graduated with top honors.
3. Mike Craig Sr. was elected the new president of the Rotary Club.
4. Bill Watkins Jr. was nominated for the office of president of our Future Farmers of America chapter.
5. The class was taught by Bill Hammons Sr.
6. The bill was paid by Carol Ferrara M.D.
7. Cards were sent to Mr. R.J. Crakenberry Esq.
8. Martin Luther King Jr. was a leader for civil rights.
9. My dentist's name is Dr. Liz Waters D.D.S.
10. Sally wanted to date Ray Bailey Jr.



Part 2

Write ten sentences using abbreviated titles. Be sure the write commas in the correct places.

1. _____

2. _____

3. _____

4. _____

5.

6.

7.

8.

9.

10.

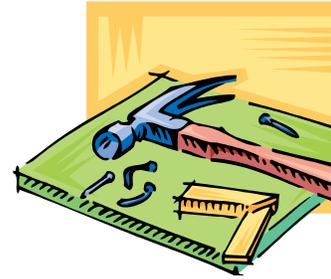
Commas 9

Part 1

Use commas to set off words in direct address. Write commas to set off the words in direct address in the following sentences.

EXAMPLE: Jenks, will you hold this piece of lumber in place, please?

1. Bob will you buy some new hammers for our carpentry class?
2. That program Janice has been changed.
3. Ms. Nelson may I leave class early?
4. Please answer the telephone Barbara.
5. Linda why did you open that website?
6. Anderson the pictures were drawn by my great-grandfather.
7. Do you remember Patty the date that Pearl Harbor was bombed?
8. Mr. President I move that we adjourn our meeting.
9. What is the answer to this question Anna?
10. Teresa please rework this unit of writing.



Part 2

Write your own sentences containing words in direct address. Be sure to write commas in the correct places.

1. _____

2. _____

3. _____

4. _____

47—Commas 9 (continued)

5.

6.

7.

8.

9.

10.

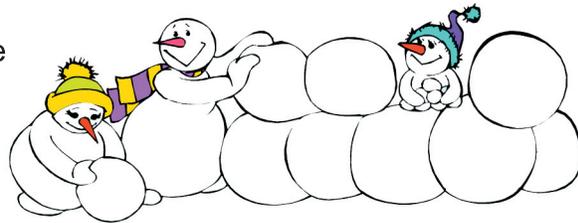
Commas 10

Part 1

Use commas after introductory word groups that come before the main sentence. Write commas after the introductory word groups in the following sentences.

EXAMPLE: When I was a little girl, I enjoyed catching snakes.

1. During the thunderstorm lightning hit our garage.
2. After a good night's sleep I felt peppy.
3. Because I enjoy school I never miss a class.
4. Although she likes candy she never eats chocolates.
5. On a clear day the ranger can see four states from the tower.
6. If I were the principal I would allow all students one hour for lunch.
7. When the snow storm ended we built fantastic snowpeople.
8. At the age of ten I won the top 4-H award.
9. As the librarian looked over his records he discovered that one book was ten years overdue.
10. Behind the enormous desk six-foot Mr. Toby looked very small.



Part 2

Write your own sentences containing introductory word groups. Be sure to write a comma after each introductory word group.

1. _____

2. _____

3. _____

4.

5.

6.

7.

8.

9.

10.

Word Choice

Read the following sentences, and then draw a line under the correct adjective or adverb in parentheses.

EXAMPLE: This spaghetti tastes very (good, well).

1. The welder did her job very (good, well).
2. "I can do this job (good, well)," said the carpenter.
3. The man was not burned (bad, badly) when the grease splattered on him.
4. The car battery was in (bad, badly) shape.
5. His sister is a (good, well) cook.
6. The teacher was (good, well) -dressed for the interview.
7. The picnic turned out (good, well).
8. (Bad, Badly) tires can cause an accident.
9. This house needs a paint job (bad, badly).
10. The (bad, badly) mechanic blamed his tools.



Word Choice 2

Draw a line under the word(s) that correctly completes the sentence.



EXAMPLE: The NASA space (scientist, scientists) are busy.

1. You are not (suppose, supposed) to operate broken equipment.
2. I always (ask, asks) my instructor if I do not understand.
3. He is not a (prejudice, prejudiced) person.
4. The two (scientist, scientists) solved the problem.
5. The teacher (ask, asks) many questions.
6. I (use, used) to have many (prejudice, prejudices).
7. What am I (suppose, supposed) to do?
8. How many (scientist, scientists) attended the meeting?
9. (Prejudice, Prejudiced) can be very harmful.
10. How am I (suppose, supposed) to get (use, used) to this?
11. The quarterback (throw, throws) touchdown passes every game.
12. We (play, plays) in the playground until it (get, gets) dark.
13. Newspapers often (provide, provides) more detailed information on the stories,
14. Their top scorer (line, lined) her shot up carefully.
15. You should have five (paper, papers) to turn in.

A or An

A and *an* are always adjectives. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound. .

EXAMPLE: *a* rag, *a* friend (rag and friend begin with consonant sounds; use *a*); *an* apple, *an* honest person (apple and honest begin with vowel sounds; use *an*)

Each sentence below is missing either the word **a** or **an**. Write the correct word on the line at the end of the sentence.

1. ___concert will be held on Friday. _____
2. ___original musical piece by Tim Hobbs will be played. _____
3. Connie and James each bought ___ ticket. _____
4. Connie wanted ___ seat near the front. _____
5. They decided to go in ___ car together. _____
6. At the concert, Connie bought ___ program. _____
7. James did not buy his friend ___ present. _____
8. ___important part of the program was the music of Tim Hobbs. _____
9. It was ___ honor to listen to him. _____
10. ___audience of 5,000 loved it. _____



Adjectives

Adjectives modify or describe nouns or pronouns. The nouns in the following sentences are printed in boldface type. Draw a line under each adjective that modifies a noun. Remember that *a*, *an* and *the* are always adjectives. The number at the end of the sentence tells you how many adjectives you should have underlined.

Part 1

EXAMPLE: **Janice** put the **dirty dishes** on the **low dishwasher rack**. (5)

1. **Jane** used hot, sudsy **water** to wash the **dishes**. (3)
2. She also used hot rinse **water** to rinse the **dishes** of **soap**. (3)
3. **Mrs. Tillman** went to the local **store** to buy dishwasher **detergent**. (3)
4. **Cal** used a small, stiff **brush** to clean the sticky **range**. (5)
5. **Terry** wrapped the frozen **foods** in several **thicknesses** of **newspaper**. (3)
6. **Todd** used a mixing **stick** to stir the **contents** in the paint **bucket** until he had smooth **paint**. (6)
7. Five **students** met at **dawn** to begin **work** on the new **gym**. (3)
8. The new **boss** wore light polyester **clothing**. (4)
9. A **fuse** went out, and the **Smiths** lost all of the frozen **food**. (4)
10. The best **welder** in the small **town** advertised for a **helper**. (5)
11. A **lot** of the **students** in the local high **school** wanted to apply. (5)
12. A **few** of them did apply, hoping to become the second best **welder**. (4)
13. The best **welder** took the **applications** and studied them. (3)
14. He narrowed the **applicants** to two **welders** from the local **area**. (4)
15. He finally decided to send for the **records** of the two **students** from the high **school**. (5)
16. Both of the **students** gave the **high school permission** to send their school **records** to **Mr. Carlson**, the best **welder** in **town**. (6)



17. One applicant had been absent thirty-five days during the last school year. (5)
18. The other **applicant** had missed only four **days** during the same school **year**. (6)
19. **Mr. Carlson** decided that he needed a steady, consistent **helper**. (3)
20. The **student** who had missed only four school **days** got the **job**. (4)

Part 2

Draw a line under each adjective in the following sentences. The numbers at the end of each sentence tell you how many adjectives you should have underlined.

EXAMPLE: Tack that narrow molding to the outside edges.

1. Five new students enrolled in school. (2)
2. The five new students were brothers and sisters. (3)
3. They had been enrolled in the same program at Ada. (2)
4. Stephen was a good welder; Jeff was an excellent carpenter; Terri was a good mason; Kate was an excellent electrician; and Tim excelled in cooking. (8)
5. The tall teacher was once a professional football player. (5)
6. He had played for six years before quitting. (1)
7. He suffered a leg injury the last year of playing. (4)
8. The leg injury forced him to quit playing football. (2)
9. He still liked to tell long, involved, interesting stories about his football days. (5)
10. His students enjoyed hearing the interesting replays and didn't mind getting out of some work. (4)



Part 3

Draw a line under each adjective in the following sentences.

EXAMPLE: Do you know how to make a light, fluffy omelet?

1. The local business group gave a dinner for a successful businessman, Mr. Wilson.
2. Mr. Wilson gave an after-dinner speech.
3. He spoke about how his business had grown and about the workers he had hired.
4. Some of his best workers were high school students who had worked after their day in school.
5. He hired seven students after they graduated.
6. Mr. Wilson told funny stories about his many long years in business.
7. He ended his speech by praising the local town and the local school.
8. The appreciative audience gave him a standing ovation.
9. The local business group gave him a gold watch.
10. Mr. Wilson had a good evening.

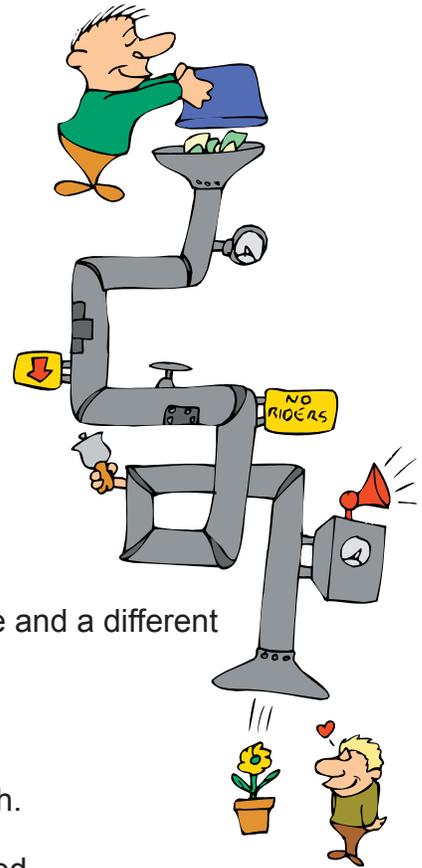
Use the Right Word

In each of the following sentences, draw a line under the correct word.

EXAMPLE: The students congratulated (themselves, themselves).

Part 1

1. Our supervisor (don't, doesn't) allow any foolishness on the job.
2. The boys got (themselves, themselves) in trouble because they weren't working.
3. The town's people have (gave, given) him a new car.
4. Dad says a man can be proud of (himself, hisself) when he gives a full day's work for a full day's pay.
5. I have (did, done) more than my share of work today.
6. I did (alot, a lot) of heavy lifting.
7. My supervisor (saw, seen) me do it.
8. Dad says that it is (alright, all right) to lift heavy objects if you do so properly.
9. I (saw, seen) that there was more work to be done.
10. Have you (brought, brung) in the clothes yet?
11. The new coach (brought, brung) with him a winning attitude and a different offense.
12. We have all (saw, seen) him make big plays this season.
13. I (don't, doesn't) understand why the price went up so much.
14. The machine looked like it was (broke, broken), but it worked.



Part 2

1. The boy (brought, brung) the correct tools.
2. He (doesn't, don't) always get finished this soon.
3. He is very proud of (himself, hisself).
4. More people would be proud of (themselves, themselves) if they tried harder.
5. The announcer (didn't, don't) know what he was talking about.
6. The workers have (saw, seen) that a good job was done.
7. (A lot, A lot) of them (doesn't, don't) want the building moved or destroyed.
8. They could finish it (alright, all right) (themselves, themselves).
9. Having (eat, eaten) at the restaurant before, we knew the food was fabulous.
10. She said that her brother (saw, seen) her (himself, hisself).



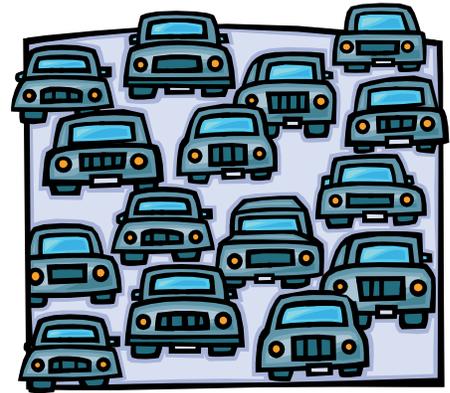
Use the Right Word 2

The following sentences contain easily confused words. Draw a line under the correct word in each of the following sentences.

EXAMPLE: This machine does not (except, accept) coins.

Part 1

1. Do not (accept, except) as truth everything someone tells you.
2. We must (accept, except) the lowest bid for the new mall.
3. (Accept, Except) for a few minor problems, the computer runs well.
4. Everyone passed the test (accept, except) Tony.
5. Bad weather will have no (affect, effect) on this game.
6. What the teacher said (affected, effected) me.
7. Do people with good attitudes (affect, effect) you?
8. The (affect, effect) of pollution on the environment is obvious.
9. What color to paint the house caused an argument (among, between) Mother and Dad.
10. The pie was divided (among, between) Jean, Paula, and Nicole.
11. The boys walked (among, between) the cars in the crowded parking lot.
12. (Among, Between) you and me, there should be no hard feelings.
13. The prize money will be divided (among, between) the members of our family.
14. The boys poured paint (in, into) the bucket.
15. Please come (in, into) the room to see our party decorations.
16. We will go (in, into) a few minutes.
17. I live (in, into) a world of working people.
18. There are at least 85,000 people waiting to get (in, into) at the game.



Part 2

1. You could (have, of) built the swing set.
2. Before assembling the home theatre, you should (have, of) read the directions.
3. Your homework could (have, of) been done before the game.
4. The women were proud of (their, there, they're) team.
5. The ball was right (their, there, they're) in plain site.
6. What were you doing (their, there, they're)?
7. (Their, There, They're) friends of the owner.
8. Some people are so arrogant they won't admit (their, there, they're) wrong even when there is proof.
9. The class wanted (their, there, they're) teacher to explain the rules.
10. Some people want to go only of (their, there, they're) paid.

Part 3

1. Our class went (to, too, two) visit a large construction company.
2. We talked with (to, too, two) people who build bridges.
3. One of them said (to, too, two) many people are out of work unnecessarily.
4. It is easier (to, too, two) get a job if you have the right skills.
5. I am glad I can go (to, too, two) a school that teaches the skills I want and need.
6. I am learning welding at (a, an, and) good school.
7. Yesterday we were taught to light (a, an, and) acetylene torch.
8. There are both boys (an, and) girls in our welding class.
9. The first thing that was taught was (a, an, and) course on safety.
10. Be careful with matches when (a, an, and) oxygen tank is in use.

Part 4

1. (It's, Its) a beautiful day for completing our project.
2. This machine can be dangerous; (it's, its) safety guard should never be removed.
3. If (it's, its) removed, you may injure yourself.
4. (It's, Its) not too late to buy a ticket.
5. The blue ribbon attached to (it's, its) frame meant it was a prize winner.
6. The big red flag was a good place to meet because (it's, its) easy to find.
7. People are attracted to the booth because of (it's, its) interesting design.
8. We knew someone made popcorn because of (it's, its) distinctive, but delicious, smell.
9. I know what kind of moth that is; (it's, its) called a sphinx or hummingbird moth.
10. Well, (it's, its) time to clean up now, so let's put all the things away.



Part 5

1. Please (sit, set) the project on that shelf.
2. The project (sits, sets) on the second shelf.
3. Last week you left the project (sitting, setting) on the floor.
4. You didn't know where to (sit, set) it.
5. Remember that it always (sits, sets) in the same place.
6. (Leave, Let) me put the project away the next time.
7. I would never (leave, let) it (sit, set) on the floor.
8. If you (leave, let) the project out, it may get broken.
9. I will (leave, let) the instructor know that we have put it away properly.

Part 6

1. Never leave your things (lying, laying) around.
2. When you (lie, lay) something down, remember where you put it.
3. Remember when you lost your phone, and it (lay, laid) under the seat for a week.
4. These small tools always (lie, lay) in that shallow drawer.
5. That one has (lain, laid) there for a long time.
6. Once William accidentally (lay, laid) a heavy statue on his hand.
7. Jamie had to (lie, lay) in bed for a week to recover from the car wreck.
8. The running back was told to (lie, lay) very still so his injured ankle could heal.
9. The trainer (lay, laid) an ice pack on his ankle.
10. Please (lie, lay) the damp cloth on my forehead.

Part 7

1. Watch out for that (lose, loose) board.
2. It is difficult to (rise, raise) a flag when it is windy.
3. We must (quit, quite) being so noisy.
4. I like a (quite, quiet) place to study.
5. Don't (lose, loose) that blueprint.
6. That blueprint is (quiet, quite) valuable.
7. Please (rise, raise) for the flag salute.
8. The level of the river has (rose, risen).
9. (Raise, Rise) that window a bit, please.
10. This yeast will make the bread (raise, rise).

Editing Sentences

Cross out the unnecessary words in the following sentences. Then rewrite the sentence correctly. Write "correct" if the sentence is correctly written.

1. Dad can't find his paintbrushes anywhere.

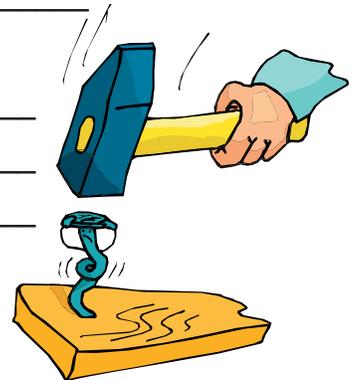
2. He had ought to put them away after cleaning them.

3. Where will you be working at when school is out?

4. I will be working in front of a crowd.

5. I can't hardly drive a nail straight.

6. There is a switch in back of that door.



7. Unload the lumber off of the truck.

8. Due to the fact that you might fall, you should not walk on the ledge.

9. That there torch can cause badly burns.

10. The blueprints were nowhere in sight.

11. We can hardly wait to rebuild our transmission.

12. At this point in time we can get money from the boss.

13. Everywheres we looked, we saw girls and boys cooking hamburgers.

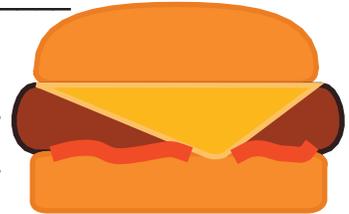
14. We had no trouble finding where the cooking contest was held at.

15. We ought not go hungry.

16. That there girl will probably win this prize.

17. Where will we be eating?

18. Take the pickles off of my hamburger.



19. When the cookout was over, fires everywhere were put out.

20. We can't hardly cause a forest fire.

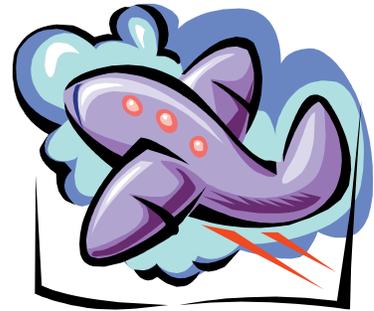
Sentence Fragments

A complete sentence contains a subject and verb and expresses a complete thought. A sentence fragment may not have a subject or a verb and does not express a complete thought.

Part 1

Write an "X" before each sentence fragment.

- _____ 1. The couch could not be moved into the house.
- _____ 2. In the library and in class.
- _____ 3. Because we did not get there.
- _____ 4. Spills on the floor.
- _____ 5. A medicine chest should be locked at all times.
- _____ 6. Standing in the corner of the supply closet.
- _____ 7. Which the teacher did not have.
- _____ 8. Airplanes flew above the landscape.
- _____ 9. Because it is buried under the ocean.
- _____ 10. Almost believing in anything.
- _____ 11. While getting the car ready.
- _____ 12. Samuel was a good student.
- _____ 13. They studied agriculture.
- _____ 14. But knew the truth.
- _____ 15. We drove up the road hurriedly.
- _____ 16. Cars stopped for us to pass.
- _____ 17. The witch cast a wicked spell.
- _____ 18. Skillfully cutting the board.
- _____ 19. Making discoveries by watching television.
- _____ 20. Skilled workers are needed in every society.



Part 2

Correct the fragments you identified in Part 1 by rewriting them so they are complete sentences.

56—Sentence Fragments (continued)

7. I sanded the cabinet doors. Before hanging the cabinets.
8. We are going to Kansas City. Then to see our cousins.
9. Trying to learn a hobby. I began to collect stamps a year ago.
10. The day dawned bright and cheerful. The kind I like.



Part 4

Correct the fragments you identified in Part 2 by rewriting them so they are complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Run-on Sentences

Part 1

A run-on sentence is two or more sentences run together as one sentence. Correct the following run-on sentences by writing a period or other end mark at the end of one sentence and writing a capital letter at the beginning of the new sentence. Write the new sentences on the lines.

EXAMPLE: I want to go to school today is the class party.
I want to go to school. Today is the class party.

1. The carpenters built the house every day soon one more house was finished.

2. Sheriff Morrison caught the criminals they were escaping by pickup truck.



3. The flower beds were covered by clover it was the brightest green.

4. Technical skills help in everyday life we need them for everyday living.

5. Green trees were burning in the mountains smoke billowed high into the sky.

Part 2

Correct the following run-on sentences by writing a semicolon where the sentences should be separated.

EXAMPLE: He washed and dried the bed linen then he made the bed.
He washed and dried the bed linen; then he made the bed.

1. Hammers and saws were hanging on the wall everyone had returned them to their correct places.
2. We used the router on the door the design was prettier than before.

- 3. Sentences must be separated they can not be jammed together.
- 4. All the fruit was gone from the grocery store the new supplies of fresh fruit had not arrived.
- 5. Mr. Henson gave a lecture on shop safety we enjoyed listening to him.

Part 3

Correct the following run-on sentences by separating them with a comma and a coordinating conjunction. Write the new sentence on the lines.

EXAMPLE: The car went off the road the driver wasn't injured.
The car went off the road, **but** the driver wasn't injured.

- 1. Characters in movies are fascinating old movies have the best characters, I think.

- 2. No one can go to the party no one will be too sad that they missed it.

- 3. The hospital building was under construction tools were needed badly.

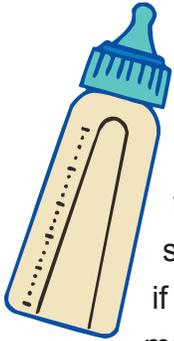
- 4. I have things to do I can't wait around much longer.

- 5. The boys didn't call we really didn't care.

Run-on Sentences 2

A run-on sentence is two or more sentences run together as one. In the following paragraph write a slash mark (/) to show where sentences are run together. Then rewrite the paragraph using correct sentence structure, capitalization, and punctuation.

EXAMPLE: I am going to the shop/then I am going home.



Babies require a lot of care their little tempers seem to flare when everything does not go their way no matter how old they are, when their diapers are wet or messy, they become angry if their food is too hot or too cold, they do not seem to be satisfied bottles have to be just the right temperature or they will reject them sleep habits must be formed early, or the baby will really be cross some are irritable if they sleep too long or not long enough blankets bother some babies; however, most like to cuddle and snuggle up to three blankets at a time toys are, or should be, a baby's favorite item, but some toys are thrown over the top of a playpen by even the youngest little critters.

Handwriting practice lines consisting of 15 horizontal lines for rewriting the paragraph.

Address an Envelope

Envelopes should be addressed with the same care and attention to detail that goes into writing a business letter. Address an envelope for a letter. Use information of your own or the following letter from Evelyn Efficient, Elmwood Bookstore, 531 N. 21st St., Anytown, OH 63041 to Dr. Richard Fortenberry, Dept. of Sociology, State University, Youngstown, OH 63047. Use the illustration below.



Classified Ads

The classified section of a newspaper is a great source of information. This section usually includes sections for buying and selling items, for finding help you need, for finding jobs, and for advertising things such as garage sales. Each paper has set rates for the ads. Sometimes there are flat rates for certain ads; some ads cost a set amount per word. In all cases it is important to say everything you need to say clearly and concisely.

In the following assignment, you are to write classified ads that would be acceptable to a newspaper. Make your ad clear, but use as few words as possible. Remember, you will probably be charged by the word. Give phone number and street address if needed. To get an idea for your ads, you may want to read some of the items in the classified section of your local paper.

1. You are the owner of a construction business and want to hire students to clean newly built houses. _____

2. You want to babysit. _____

3. You are restoring a 1964 Mustang, and you want to buy used parts. _____

4. You are having a garage sale. Remember to list some of the items for sale. _____



60—Classified Ads (continued)

5. You have concert tickets for sale. Be sure to name the group or concert.

6. Figure the cost of each of the ads using the price list for ads found in your local newspaper.

a. Ad 1 _____

b. Ad 2 _____

c. Ad 3 _____

d. Ad 4 _____

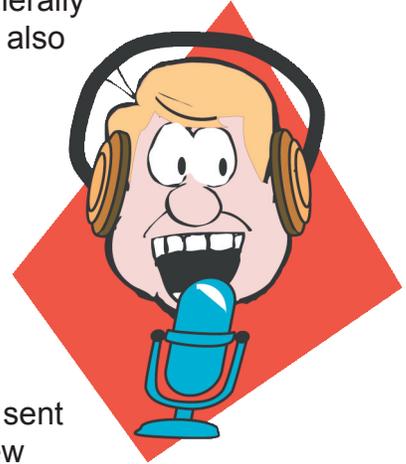
e. Ad 5 _____

Publicity Release

A common form of sales promotion is the publicity release. The primary purpose of a publicity release is to inform the public about an event, activity, or personnel action that has taken place or is about to take place within the business. Publicity releases generally are given to newspapers to print; radio and television stations may also be used for publicity releases.

NOTE: When a radio or television station runs an announcement for a non-profit organization, such as DECA, that air time is called public service time, and the release is called a *public service announcement*. The Federal Communications Commission requires that all radio and television stations provide public service time to organizations in local communities at no cost to the organization.

In this assignment you will write a publicity release which could be sent to your local newspaper to announce the grand opening of your new store or service business. You will have to create a store name and other information needed in the release. Follow the format listed below in preparing the release. If possible, prepare this on a word processor or typewriter and attach it to this page. If you can't do this, handprint the release, in the correct format, on the back of this page or on a separate piece of paper.



1. Write the heading in the upper left-hand corner of the page.
 - a. Name of sponsor
 - b. Sponsor's address and telephone number
2. Write the release date in the upper right-hand corner
NOTE: This is the date that you want your publicity release to be run.
3. Begin typing the copy approximately one-third down from the top of the page.
NOTE: This leaves room for the editor to insert the heading.
 - a. Double space the copy.
 - b. Use complete sentences.
4. The lead, or first paragraph, should contain critical information.
 - a. Who — The people or firm involved
 - b. What — The news item
 - c. When — The date and time
 - d. Where — The location of the event
 - e. Why — The reason for having the event



61—Publicity Release (continued)



5. End the release with a complete paragraph.

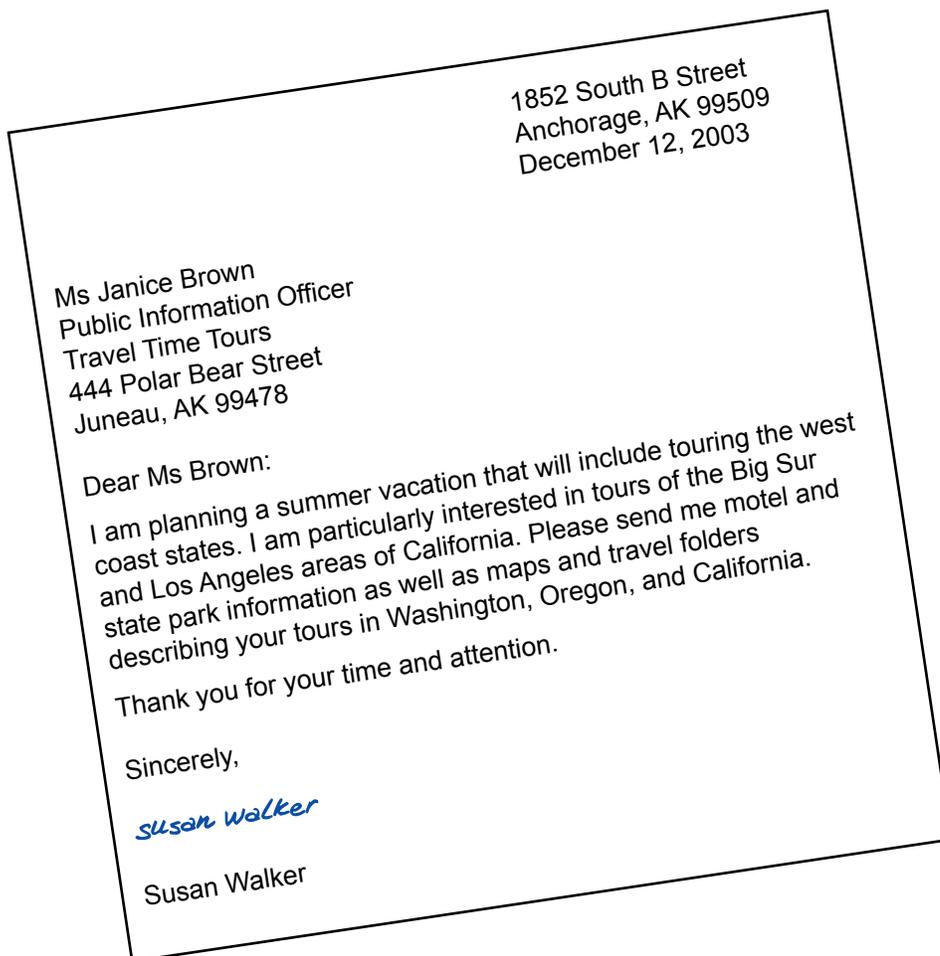
NOTE: If the release takes more than one page, the word “MORE” should be typed at the bottom of the page.

6. Type “# # #” to indicate the end of the release.

Business Letters

Letters are an important part of business communication. They are often considered legal records (as are memorandums, reports, office logbooks, and other materials). It is important that business letters be clear, concise, and to the point. They must supply the reader with all information he or she will need. To be effective, they must have a courteous tone.

Read and study the following business letter. Use the letter as a model when you write your own business letters. This example is in one of the accepted formats for a business letter; there are other formats that may be used.



On the following page are six situations. Choose two of them and write an appropriate business letter for each. Choose either full-block, modified-block, or modified-block with paragraph indentions for your letter style. The library or resource center has information about these styles. Write your letter on a separate sheet of paper. Hand in your letter to your instructor for evaluation.

1. Your name is Evelyn Efficient and you work in the customer service department of the Elmwood Bookstore. The address is 531 N. 21st St., Anytown, OH 63041. Write a letter to Dr. Richard Fortenberry, Department of Sociology, City University, Youngstown, OH 63047. Tell Mr. Fortenberry that the book he ordered, *Through the Space Age and Beyond*, has been delayed because your employee forgot to place the order, and now the book has been ordered but will be delayed by the publisher. Mr. Fortenberry has been waiting five months for the book. Offer some type of alternative to Mr. Fortenberry so that you will not lose him as a customer.
2. Use your own name and address (or make up one). Write a letter to the CareerTech school, community college, college, or university of your choice and ask for information on a particular program you are interested in enrolling in. Find out the name and title of the person to receive the letter, as well as the correct department and mailing address. Include any pertinent information about yourself.
3. Write a letter to Ms. Elaine Smith, home economist, County Home Extension Department at Pauls Valley, Oklahoma 73075; ask for free booklets about canning vegetables. Use your school address and the present date.
4. Write a letter to Ms. Terra Page, publicity assistant, U. S. Plywood Company, Avenue B, Leetsdale, Pennsylvania 15056; request blueprints for a toolhouse or a utility shed.
5. Write a letter to Mr. Henry James, resale coordinator, the Singer Sewing Machine Company Area Office at Dallas, Texas 75240. Ask for a booklet about buttonhole makers for the following machines: Slant-O-Matic 200, Straight Needle, and Golden Touch.
6. Write a letter to Ms. Sherry Smith, catalog sales manager, Briggs-Stratton Corporation in Milwaukee, Wisconsin 53212; order a crank shaft, number 63785, for a lawnmower.

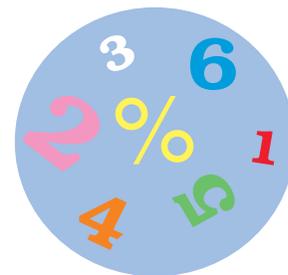
Name/Score _____

64

Percentages

Solve these problems.

1. 8 is what percent of 16?
2. 60 is what percent of 160?
3. What percent of 120 is 30?
4. \$40 is what percent of \$800?
5. \$14 is what percent of \$210?
6. What percent of 32 is 8?
7. 19 is what percent of 38?
8. 70 is what percent of 210?
9. \$12 is what percent of \$60?



10. What percent of 50 is 35?

Solve these word problems.

11. A team played 50 games and won 25. What percent of the games did they win?

12. Bill answered 47 questions correctly on a test of 50 questions. What percent of the questions did he answer correctly?

13. In a class of 48 students, six were absent. What percent of the class was absent?

14. A store charges \$760.00 for a refrigerator and made a profit of \$95. What was the percent of profit?

15. Four hundred square feet of tile has been ordered for tiling a 320 square foot room. What percentage of the amount purchased is allowed for waste and matching?

Percentages 2

Solve these problems.

1. 9% of what number is 81?
2. 10% of what number is 14?
3. 6 is 12% of what number?
4. 100% of what number is 22?
5. 160 is 50% of what number?
6. 23 is 10% of what number?
7. 8% of what number is 22?
8. 12 is 3% of what number?
9. $33\frac{1}{3}\%$ of what number is 16?

10. 30 is 1% of what number?

Solve these word problems.

11. A beef dressed out at 420 pounds. If 30% of the weight was lost in processing, what was the original weight of the beef?

12. If 12% is allowed for waste in transporting strawberries, how many quarts did you have originally with 3256 quarts now available for sale?



13. A man sold 320 acres of land. This was 20% of his entire farm. How many acres were in the entire farm?

14. A carpenter built a house using 598 board feet of lumber. If eight percent of the lumber was lost in cutting, how much lumber did he have originally?

15. A ball team won 38 games, which was 95% of their scheduled games. How many games were on their schedule?

Percentages 3

Solve these problems.

1. 3% of 72 is what number?
2. 5% of 18 is what number?
3. What number is $33\frac{1}{3}\%$ of 96?
4. 40% of 125 is what number?
5. 68% of 63.5 is what number?
6. What number is $12\frac{1}{2}\%$ of 140.8?
7. What number is 1% of 103?
8. What number is $37\frac{1}{2}\%$ of 152?
9. 50% of 32.8 is what number?

10. 7% of 163 is what number?

Solve these word problems.

11. There are 20 pupils in a class. Sixty percent of the pupils are boys. How many are boys?

12. One day 5% of the 20 pupils in Mrs. Moore's class made perfect scores on a spelling test. How many made perfect scores?

13. Mr. McGill bought a new saw regularly selling for \$120 at a sale and saved 20%. How much did he save?

14. The number of people at the game this week was 75% of what it was last week. Last week there were 800 people at the game. How many people were at the game this week?

15. Thirty-three and one-third percent of 150 tickets have been sold. How many tickets have been sold?

16. What is 75% of 20?

17. Last week there was a flu outbreak. On one day only 65% of the 120 pupils in Podunk School were present. How many pupils were present?

18. The Podunk basketball team played 20 games this year and won 80% of them. How many games did the team win?
19. Randall took a spelling test on which there were 40 words. He got 90% of them right. How many words did he spell right?
20. Last year the Community Chest raised \$83,736.56. This year the workers raised only 87 1/2% as much. How much money was raised this year?
21. A pencil was 8 inches long when new. It is only 75% as long now. How long is it now?
22. Eighty percent of Bill's 20 friends have younger brothers or sisters. How many of Bill's friends do not have younger brothers or sisters?
23. If you earn a take-home pay of \$1560 and budget 17% of this for a car payment, could you afford to pay \$198.00 a month for a car?
24. A concrete mixture contains 30% water. A truck delivers 3,400 pounds of concrete. How many pounds of water are in the concrete?
25. You are going to take a test which has 60 questions. The teacher says a score of 70% is passing. How many right answers must you have to pass?



Percentages 4

Write the answers to the following questions?

1. What does it mean to say 100 percent of the class is present today?

2. There are 100 pupils in MacArthur High School. Fourteen of them are absent. What percent of the pupils are absent?

3. If 14 of the pupils are absent (Problem 2), how many are present? What percent are present?

4. There are 100 cents in a dollar. Twenty-five cents is what percent of a dollar? Five cents is what percent of a dollar?

5. There are 110 books in the library. Ninety-four have been read. What percent of the books have been read?



6. If 94 of the books (Problem 5) have been read, how many have not been read? What percent have not been read?

7. If 11% of the pupils in a school are absent, what percent are present?

8. If 6% of the books that a store had in stock were not sold, what percent were sold?

9. If 60% of the teams had new quarterbacks, what percent did not have new quarterbacks?

10. Byrl raises white rats. Ten percent of his rats are a year old; and 40% are over a year old. What percent are less that a year old?

11. Richard has three kinds of games: sports games, action games, and educational games. Eighty percent of his games are sports, and 15% are action. What percent are educational?

12. The Smiths spent 22% of their income for their house, 17% for food, 15% for clothes, and 8% for fun. What percent was left for other things?

13. Chet has finished 75% of the painting he is doing. What percent does he still have to do?

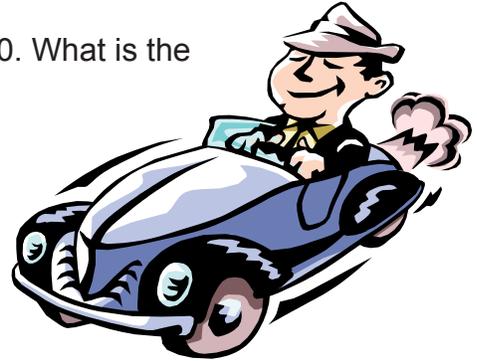
14. Betty has completed 40% of her project. What percent does she still have to do?

15. If you have completed 93% of these problems, what percent do you still have to do?

Percentages 5

Solve these problems.

1. Land that originally sold for \$80 an acre is now selling for \$260 an acre. What is the percent of increase?
2. A used car that sold for \$10,500 is now selling for \$8500. What is the percent of decrease?
3. A man plowed 15 acres of land on Monday and 23 acres on Tuesday. What was the percent of increase?
4. A man earning \$550 per week received a \$50 per week raise. What was the percent of increase in his pay?
5. Last year Glenn earned \$300 per week. This year he earns \$390 per week. What is the percent of increase in his pay?
6. A company had 500 employees last year and 300 employees this year. What is the percent of decrease?
7. Mary bought a computer for \$800 and sold it for \$450. What is the percent of decrease?



8. A sweater that sold last year for \$60 now sells for \$72. What is the percent of increase in price?

9. A quart of milk costs 10 cents in 1970. If a quart of milk costs 95 cents today, what is the percent of increase in price?

10. A car which costs the dealer \$7500 sells for \$10,000. What is the percent of increase in price?

Percentages 6

Solve these problems.

1. A man with an income of \$80,000.00 spent 12% of the budget on insurance. What did he spend on insurance?
2. A family with an income of \$150,000.00 a year spends \$21,600.00 for food; \$28,400.00 for house payments; \$16,600.00 for insurance; \$12,700.00 for car payments; \$24,000.00 for clothing; \$23,700.00 for savings/investments; and \$23,000.00 for miscellaneous items. What percent of the income was spent for each item?
3. A family income of \$75,000.00 was spent in the following manner: food—\$10,500.00; house payment—\$10,800.00; insurance—\$8,200.00; car payments—\$10,200.00; clothing—\$11,800.00; savings—\$14,200.00; and miscellaneous—\$9,300.00. What percent of the family income was spent for each item?
4. A family income of \$275,000.00 spent 13% on travel and entertainment. How much did it spend?



Interest

Given the following principles and the annual percentage rate, figure the simple interest for the time given.

	Simple Interest on Loan	Total Paid
1.	\$1,000 at 6% for 1 year	
2.	\$2,500 at 12% for 1 year	
3.	\$390 at 10% for 1 year	
4.	\$400 at 11% for 1 year	
5.	\$10,000 at 7% for 9 months	
6.	\$200 at 2.5% for 6 months	
7.	\$500 at 9% for 3 months	
8.	\$3,600 at 11% for 1 year	
9.	\$1,500 at 5% for 9 months	
10.	\$1,300 at 8% for 3 months	
11.	\$650 at 8% for 6 months	
12.	\$450 at 5% for 3 months	
13.	\$660 at 10% for 9 months	
14.	\$1,000 at 15% for 6 months	
15.	\$2,500 at 16% for 1 year	
	16. Samuel is thinking about borrowing money to buy a snowboard. The cost of the snowboard is \$900. He would borrow the money for 9 months at an interest rate of 13 percent. Calculate the interest on this loan.	

70—Interest (continued)

17. Julia needs a new clarinet for the local band. She has found the one she likes for \$700. The music store will let her take 6 months to pay for the clarinet. They charge 15% interest. What is the total cost of the clarinet?

18. Sanchez has recently earned \$600 by working in a hardware store. Sanchez wants to find out if he can afford a mountain bike for \$850. If he used the \$600 for down payment, how much would he need to finance? How much would the total amount be if the interest was 16%, and Sanchez took 6 months to repay the loan?

19. Tom and Jane have recently married. They both have stable jobs and would like to invest in some nice living room furniture. The furniture costs \$2,200 and the store will loan the money for 2 years. They charge 18% interest annually. What is the total cost of the furniture with interest included?

20. Mary's work at home has been so profitable that she and her husband have decided to buy a computer for her to use. The computer costs \$2800 with a 16% interest rate for 12 months. What will be the total amount needed to buy the computer?

Bank Statements



Most banks send each checking account holder a monthly bank statement. The statement will tell the account holder how much money that person has in his or her checking account on the date the bank statement was issued. An account holder should make sure his or her check register balance agrees with what the bank statement says is in the person's checking account. An account holder does this by reconciling the bank statement every month. If an account holder has a problem balancing the account, people at the bank help answer questions.

Complete the activities on the following pages.
Reconcile the checkbook register with the given bank statement.

71—Bank Statements (continued)

BANK STATEMENT—lower edge					
	Service Charge 15.00 SC				Balance 184.00
PLEASE EXAMINE STATEMENT OF ACCOUNT AT ONCE					

CHECK REGISTER

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT							
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)	✓ T	FEE IF ANY (-)	DEPOSIT/ CREDIT (+)	BALANCE
							\$219.00
225	1/8	Rackets, Inc.	25.00	✓			194.00
226	1/10	Cafeteria	15.00	✓			179.00
	1/10	Deposit		✓		50.00	229.00
227	1/12	Hairport	13.00				216.00
	1/13	ATM withdrawal	20.00	✓			196.00
228	1/15	Big Club Country	10.00	✓			186.00
	1/16	Deposit				25.00	211.00
229		Double A Cafe	10.00				201.00
		Service charge	15.00	✓			186.00
		January					

International Money Rates

This activity requires internet access.

Because of new communication and technology advances, the world seems to get smaller and smaller. Talking and dealing with people in foreign countries is becoming more and more common in both education and business. Many large companies have offices overseas, with people transferring to and from U.S. sites and foreign sites. In addition, more and more people are traveling to foreign countries for pleasure. Also many people from other countries are visiting in the U.S.

This shrinking world makes it very important for us to understand the value of our U.S. dollar when compared to foreign currency. When the value of a foreign currency rises compared to the U.S. dollar, the increase in value will improve the position of your goods in the foreign market by lowering the cost of the goods and making them more price-competitive. A decrease in the value of a foreign currency against the dollar will have the opposite effect, making your goods more expensive and less competitive in price in the foreign market.

For travelers the reverse is true—when the value of the U.S. dollar is rising compared to foreign currency, you will get more buying power for your dollars when you convert your money. That means you have more money to spend. The opposite is also true—if the U.S. dollar is decreasing in value, you will get less buying power when you convert your dollars.

The value of each currency can, and often does, change daily. The internet has made it much easier to keep track of currency values. Several sites, including those listed below, will help you find out the current conversion rate and convert currency.

Use the sites listed below, or another exchange rate website, to complete the activities that follow.

<http://www.xe.com/ucc>

<http://finance.yahoo.com/m3?u>

<http://www.oanda.com/converter/classic>

<http://www.x-rates.com>



1. Give the rate of exchange per U.S. dollar for each of the currencies listed below.

- | | | | |
|---------------------|---|-------|-----------------------|
| One (1) U.S. dollar | = | _____ | French Francs |
| One (1) U.S. dollar | = | _____ | German Deutsche Marks |
| One (1) U.S. dollar | = | _____ | Mexican Pesos |
| One (1) U.S. dollar | = | _____ | Canadian Dollars |
| One (1) U.S. dollar | = | _____ | Japanese Yen |
| One (1) U.S. dollar | = | _____ | South Korean Won |

72—International Money Rates (continued)

- One (1) U.S. dollar = _____ Finnish Markka
One (1) U.S. dollar = _____ Italian Lire
One (1) U.S. dollar = _____ Euro
One (1) U.S. dollar = _____ Dutch Guilders

2. Convert the following currencies into U.S. dollars.

- 55 French Francs = _____ U.S. Dollars
45 Australian Dollars = _____ U.S. Dollars
178 Japanese Yen = _____ U.S. Dollars
67 Denmark Kroner = _____ U.S. Dollars
46 German Deutsche Marks = _____ U.S. Dollars
234 Canadian Dollars = _____ U.S. Dollars
24 United Kingdom Pounds = _____ U.S. Dollars
458 Mexican Pesos = _____ U.S. Dollars
329 Italian Lire = _____ U.S. Dollars
671 Brazilian Reals = _____ U.S. Dollars

3. Assume that your firm is selling a widget through a Brazilian distributor. The price of the widget in U.S. dollars is \$23.85. How many Reals does the widget cost your distributor?

4. How much does the same widget cost your distributor in West Germany (in Deutsche Marks)? _____

5. If you are selling a different widget in Singapore for 45.1838 Singapore Dollars, what is your price in U.S. Dollars? _____

6. Assume that you have negotiated a contract with a distributor in Singapore for a shipment of your goods worth \$50,000.00 U.S. Dollars. However, you fail to clarify the term "Dollar." The distributor assumes that the shipment is worth 50,000 Singapore Dollars. What is your potential loss in U.S. dollars? _____

7. How many pesos did your Mexican distributor pay for a \$25,000.00 shipment?

72—International Money Rates (continued)

8. Assume that you negotiated a contract with a distributor in Mexico (assume it is signed on today's date). The shipment is worth \$30,000.00 and the distributor agrees to pay in 90 days. In terms of the exchange rate today, how many dollars did the distributor pay for the shipment in 90 days?

9. How many Canadian Dollars did your distributor in Canada pay for a \$25,000.00 shipment? _____

10. Currency rates change frequently. To see how much, wait a week or two (or more) and complete the activities below. They are the same activities completed in numbers 1 and 2.

- One (1) U.S. dollar = _____ French Francs
One (1) U.S. dollar = _____ German Deutsche Marks
One (1) U.S. dollar = _____ Mexican Pesos
One (1) U.S. dollar = _____ Canadian Dollars
One (1) U.S. dollar = _____ Japanese Yen
One (1) U.S. dollar = _____ South Korean Won
One (1) U.S. dollar = _____ Finnish Markka
One (1) U.S. dollar = _____ Italian Lire
One (1) U.S. dollar = _____ Euro
One (1) U.S. dollar = _____ Dutch Guilders

Convert the following currencies into U.S. dollars.

- 55 French Francs = _____ U.S. Dollars
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46 German Deutsche Marks = _____ U.S. Dollars
234 Canadian Dollars = _____ U.S. Dollars
24 United Kingdom Pounds = _____ U.S. Dollars
458 Mexican Pesos = _____ U.S. Dollars
329 Italian Lire = _____ U.S. Dollars
671 Brazilian Reals = _____ U.S. Dollars

72—International Money Rates (continued)

11. Compare items 1 and 2 with item 10. Did the currency rates change? How many currencies are worth less against the dollar today? _____

Name them. _____

How many are worth more? _____

Name them _____

Name any countries that stayed the same _____

12. Pretend you are going on vacation and want to go where you will get the most for your dollar. What country or countries would you choose? Why? _____

Converting Temperatures

Mercury thermometers may have a Fahrenheit scale or a Centigrade (Celsius) scale. By knowing how to convert temperatures from Fahrenheit to Centigrade or from Centigrade to Fahrenheit, you can compare temperature readings taken with two different scales.

To convert a temperature from Centigrade to Fahrenheit, multiply the degrees Centigrade by $\frac{9}{5}$ and add 32.

To convert a temperature from Fahrenheit to Centigrade, subtract 32 from the degrees Fahrenheit and multiply by $\frac{5}{9}$.

1. $98.0^{\circ}\text{F} =$ _____

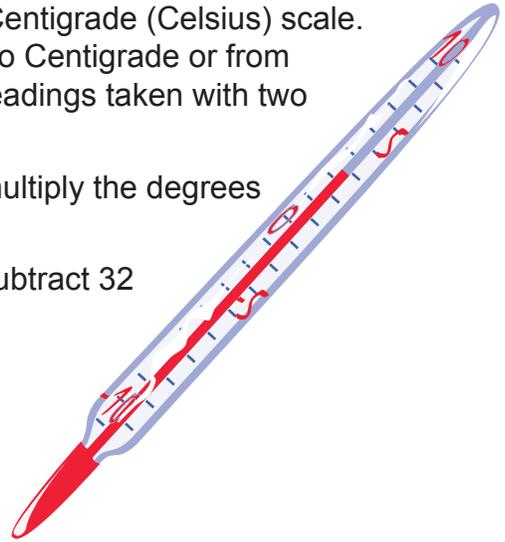
2. $38.1^{\circ}\text{C} =$ _____

3. $100.2^{\circ}\text{F} =$ _____

4. $39.5^{\circ}\text{C} =$ _____

5. $96.8^{\circ}\text{F} =$ _____

6. $37.3^{\circ}\text{C} =$ _____



73—Converting Temperatures (continued)

7. If one resident has a temperature of 99.9°F and another resident has a temperature of 38.5°C , which resident has the higher temperature? Show the converted temperatures.
8. If a resident has a temperature of 37.0°C at 8 A.M. and a temperature of 99.8°F at 8 P.M., has the resident's temperature changed?

Calculating Paint Needs



Before you start a project, you need to figure out what you need to complete the job. Suppose you are painting a room. After you decide what color you want to use, you need to figure out how much paint you will need. If you don't, you may buy too much or not enough. Running out of paint in the middle of a job can be irritating. If you buy too much, you might be stuck with paint you can't use and can't return.

Follow the procedure below to figure out how much paint is needed.

First, find the *total square feet* (wall area) of a room by multiplying the length of each wall by the ceiling height, then adding the results. (Or, add the lengths of the walls, then multiply the result by the ceiling height.)

Information on the paint you buy, or the salesperson who sells it to you, will tell you how many square feet the paint you choose will cover. For example, if one gallon of paint will cover 300 square feet with one coat of paint, *divide* the total square feet by 300 to find the number of gallons of paint needed to paint the room.

NOTE: You may also need paint for the baseboard or for more than one coat.

Use the above procedure to calculate the amount of paint needed for the walls. Assume you will only need one coat. Show your work.

1. A room that is 15 feet x 11 feet, with a ceiling 8 feet high.
2. A room that is 17 feet x 13 feet, with a ceiling 9 feet high.
3. Choose one room in your house. Estimate the wall paint needed for that room. Provide the following information:

Room size: _____

Ceiling height: _____

Total square feet: _____

One gallon of paint covers square feet. _____

Amount of wall paint needed: _____

Budgets

Pretend you want to move into an apartment. The items listed below are some of the expenses that you will may have to plan for. Talk to friends or relatives who have apartments or research the costs of having an apartment and living on your own in newspapers, other sources, or the internet. List the results of your research below. Based on your research, you may want to add or delete items.

Rent _____

Car payment _____

Car expenses (gas, maintenance, etc) _____

Utilities _____

Food _____

Phone service _____

Satellite/cable TV _____

Insurance (health and renters/homeowners) _____

Clothing _____

Miscellaneous expenses (gifts, etc.) _____

Laundry/cleaning supplies _____

Recreation/entertainment _____

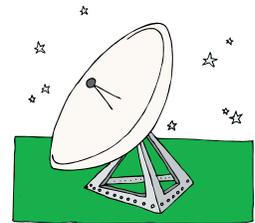
Savings _____

Emergency money _____

Charity or religious contributions _____

Other _____

Assume your monthly, take-home income is \$1700,00. Would this income be sufficient for the expenses listed above? If not, where could you cut expenses to make it work? Explain.



Budgets 3

Housing is one of the biggest expenses people have. There are three basic spending guidelines to follow when deciding how much to spend on housing. Following any one of them will help you safely budget for housing.

Formula 1: Spend no more than 2 1/2 times gross annual income for buying a house. “Gross annual income” is the total income before deductions.

Formula 2: Spend no more than 1/3 of net monthly income for housing costs. “Net monthly income” is income after deductions.

Formula 3: Divide gross annual income by 60, and spend no more than this figure for monthly housing costs.

Housing costs may include payment, taxes, insurance, and utilities.



Using the three formulas presented above, estimate how much money can be spent on housing in the following situations. Write answers in the spaces provided.

Use formula 1 to answer questions 1, 2, and 3.

- Chelsea’s gross annual income is \$32,000. How much money can she afford to spend if she decides to buy a house? _____

- Mark and John will pool their resources to buy a house to live in while they are in college. Mark has a gross annual income of \$14,000, and John’s gross annual income is \$16,500. How much money can they jointly afford to spend for a house? _____

- Jerry and Twila are newlyweds who have a combined gross annual income of \$65,250. How much can they afford to spend for the purchase of their first home?

Use formula 2 to answer questions 4, 5, and 6.

4. Hank's net monthly income is \$1,310. He has found a small house which rents for \$350 a month. According to the landlord. Can Hank afford to rent this house? What is the maximum amount this formula will allow Hank for housing? _____

5. Mr. and Mrs. Alvarez have a joint net monthly income of \$3,200. They have figured that their monthly mortgage payments for the house they want to buy would be \$850. Can they afford to buy the house? What is their net monthly income available for housing costs? _____

6. Mr. Whitekettle's net monthly income is \$1,835. Mrs. Whitekettle's net monthly income is \$2,000. With their joint net monthly income, could they afford to pay a monthly mortgage payment of \$1,100? Explain why or why not. _____

Use formula 3 to answer questions 7 and 8.

7. Margie has accepted a job which pays \$32,000 a year. What figure should she keep in mind for monthly housing costs as she looks for a house or apartment to rent?

8. Chuck earns \$8.50 an hour for working 40 hours a week. How much does Chuck earn in a week? _____
How much does Chuck earn in a year? _____
How much can he afford to spend monthly for housing? _____

Military Time

Military time is a way of expressing time on a 24 hour clock rather than a 12 hour clock. It removes the need to specify A.M. or P.M. Military time is figured by the following steps.



For A.M. times, all military times are the same as 12 hour times except for 12 A.M. times. Twelve A.M. times are expressed in military time as 00.

For example: 12:15 A.M. would be 0015 hours.

If the time on a 12 hour clock is P.M. time, add 12 to the hour and you will have Military time.

For example: 12:15 P.M. would be 1315 hours, 3:45 P.M. would be 1545 hours, 11:55 P.M. would be 2355 hours.

Always express military time in hours using four digits.

1:00 A.M. is 0100 hours. 3:00 P.M. is 1500 hours.

Write the following times in military time.

1. 12:25 A.M. _____
2. 3:18 P.M. _____
3. 6:45 P.M. _____
4. 12:37 P.M. _____
5. 1:11 A.M. _____

Write the following military times as 12 hour times.

6. 1700 hours _____
7. 0217 hours _____
8. 2325 hours _____
9. 1947 hours _____
10. 0048 hours _____

Your VCR is programmed using military time. You want to record a movie that starts at 10:00 P.M and lasts 2 hours and 45 minutes. What time should you set recording to start and stop.

11. Start _____
12. Stop _____

Converting Recipes



If you need to serve a different number than the recipe calls for, you must convert the recipe so it will make the amount you want. To convert means to change.

When you convert a recipe, you change the quantity of each ingredient. You either increase or decrease it by the same amount as you wish to increase or decrease the yield.

Example: to halve a recipe, use exactly one-half the amount of each ingredient.

If the recipe calls for: 250 ml, you would use 125 ml ($1/2 \times 250$)

3 tablespoons, you would use 1 $1/2$ tablespoons ($1/2 \times 3$)

Example: to double a recipe, use exactly twice the amount of each ingredient.

If the original recipe calls for: 250 ml, you would use 500 ml (2×250)

3 tablespoons, you would use 6 tablespoons (2×3)

Remember: 16 tablespoons = 1 cup

1 tablespoon = 3 teaspoons

$1/2$ tablespoon = 1 $1/2$ teaspoons

When you divide a recipe or double a recipe, write down the new amounts. Double-check your arithmetic. If ingredients do not divide evenly, you may want to make the whole recipe and freeze half to use later. Also, express amounts in the most convenient unit of measurement.

1. Convert each of the following ingredients to accommodate an increase in amount from 100 to 500. Remember to convert to the largest measurement. Show your arithmetic.

a. 8 oz. apples _____

b. 2 c. bananas _____

c. 6 qt. pears _____

d. 4 pt. oranges _____

79—Converting Recipes (continued)

2. Convert each of the following recipe ingredients to accommodate a decrease in amount from 12 to 6. Show your arithmetic.
- 3 c. flour _____
 - 1 T. soda _____
 - $\frac{3}{4}$ c. milk _____
 - 2 t. salt _____
3. Use the following recipe for Baked Cheese Fondue to accommodate the indicated yields shown below.

Baked Cheese Fondue (serves 4)



1 cup soft bread crumbs
 1 cup grated cheddar cheese
 $\frac{1}{2}$ teaspoon salt
 1 tablespoon margarine, melted
 3 eggs, separated
 1 cup milk

	Needs two servings	Needs six servings
soft bread crumbs	_____	_____
grated cheddar cheese	_____	_____
salt	_____	_____
margarine, melted	_____	_____
eggs, separated	_____	_____
milk	_____	_____

4. This recipe for a marinated vegetable salad makes enough for eight people. Assume your class or group is having a picnic, and you need to make a salad to feed 32 people. How much of each of these ingredients will you need? Express amounts in the most convenient unit of measurement.

Marinated Vegetable Salad

serves 8 people

- 2 cups vinegar
- 1 1/2 cups sugar
- 3/4 cup salad oil
- 1/2 teaspoon salt
- 8 oz. frozen beans
- 1 can canned peas
- 1 small onion, chopped

serves 32 people

Speak Clearly

In order to communicate clearly and correctly, you must be able to pronounce words distinctly and correctly. To practice this skill, complete the following exercises.

1. Read the following tongue twisters aloud. Be careful not to omit any necessary vowel or consonant sounds.
 - a. Strict, strong Stephen Stringer snared slickly six silly snakes.
 - b. Strong students struggle with strange strategic statistics.
 - c. Shy Sarah saw Swiss wristwatches.
 - d. The sixth sheik's sixth sheep's dead.
 - e. Tie the twine to three tree twigs.
 - f. With which winsome witch were you whispering?
 - g. Well, when Will whiffed the wild wintry wind, he whisked out his wicked whistle.
 - h. At her willful whim, the whip whizzed over the wheelbarrow where Willy was whimpering.
 - i. Six long, slim, slick slender snakes slid silently to the floor.
 - j. Furthermore, Francis Farkwark fried fifteen fish for Francis Fambush's father.
 - k. She stood on the balcony, mimicking him hiccupping and welcoming him inside.
 - l. A sniffer of smells is not enough for the sniffer to sniff.
 - m. Slippery sleds slide swiftly down slick streets.
 - n. Thomas Tattertoot took tough twine to tie ten twigs to two tall tree trunks.
 - o. What whim led Whitney White to whittle, whisper, and whimper near the wharf where a whale might wheel and whirl?
 - p. I never felt felt feel like that fine felt felt.



2. Read the following aloud. Be careful not to omit any necessary vowel or consonant sounds.

bringing

route

picture

window

candidate

creek

laboratory

library

midst

often

fifths

February

width

wash

pitcher

county

prairie

get

3. Translate or interpret the following words and phrases by writing what you think it says on the line.

a. Wuryagoin? _____

b. Whutimiut? _____

c. Dya wanna go widdem or widus? _____

d. Cher turn tucall, Margrut _____

e. Wy dincha stoppim? _____

f. Watchagonnado nex Winsdy? _____

g. Ohuhdunno-probly jussidat home asuzhel _____

h. Wenzee cumin? _____

i. Uh tole um uh din wanany _____

j. Whidencha gidida ticket forda boxun mach? _____

k. Doncha ever unnerstan whucha read? _____

l. Uh dunno wy ya din gimme some _____

4. Translate into writing the following words.

a. dese _____

b. dose _____

c. wen _____

d. budder _____

e. thoid _____

f. ti-ip _____

g. warsh _____

h. git _____

5. Rewrite the following sentences using correct English.

a. Bill said, "I wanna work the afternoon shift today." _____

b. John said, "We'll hafta check to see if we have that brand or not." _____

c. The employee said, "I'm gonna check to see if we can have that delivered or not."

d. "She coulda done that yesterday." _____

e. "Commere. I need your help," said the supervisor. _____

f. "Will you gimme a hand?" _____

g. "Doncha want dessert?" asked the waitress. _____

h. "I dunno if we have any." _____

i. "Hooja say you want to see?" _____

Voice Quality



Make a recording of your voice. Then, listen to the tape and rate your voice quality by writing **yes**, **sometimes**, or **no**.

Have your classmates rate your voice, too. Repeat this activity in a month or so to see if your voice changes.

Is your voice clouded and husky? _____

Do you talk "through your nose"? _____

Do you talk in a jerky manner? _____

Do you talk in a whining and apologetic manner? _____

Do you talk in a dominating, dictatorial tone? _____

Do you stammer and stutter? _____

Do you often speak too fast or in a slow drawl? _____

Do you mispronounce words frequently? _____

Does your voice lose its force and expression at the end of sentences? _____

Do you speak in a flat, dull, and colorless tone? _____

Do you jumble up consonants which makes your speech hard to understand? _____

Do you use a "gushy" or "goeey" voice when talking to friends? _____

Do you choke off sounds? _____

Is your voice unpleasant when you laugh? _____

Do you put the "d," "t," and "ing" on the end of words? _____

Do you run words together? _____

Do you use slang or speak with an accent? _____

Do you have an adequate vocabulary? _____

Do your words flow out evenly and clearly? _____

Is your voice friendly and cordial? _____

Can you be heard clearly in the back of the room when speaking? _____

Do you emphasize your main thought? _____

Management Skills



Work in a team with several other students. Research good management practices including the four functions of management—planning, organizing, directing, and controlling. You can use the internet or publications from your library or resource center.

After you've finished your research, plan a skit to role play managers using the management practices you've learned about.

Present the skit to other students. See if they can identify the management practices.

Customer Service

Read the following situations. Think about how you would respond if the person was your customer, and you really wanted to provide quality service. What could you do that would turn this person into a repeat customer who would recommend you to friends. Write how you would respond. After you have completed the activities, form groups of four or five students. Discuss your responses. Choose one of the situations. Role play it for the class.

1. "I want to buy a green saddle pad. No, maybe I'd rather have a tan one. Or maybe a bright red one. I can't decide; maybe you'd better help me."

2. "I want a pet for my elderly mother. What kind of puppies do you have? Do you have pedigreed animals? Can any of your pets do tricks? What pet is easy to care for, but still very affectionate and loving?"



3. "I need decorations for a 4-H banquet, but I don't know what the kids will like. Do you think they'd like these? We do have a somewhat limited budget."

4. "I want a riding mower with a 48 inch cut, headlights, and an adjustable padded seat. You don't have it. Do you know where I might find one?"

5. "I need 500 pounds of crimped oats and 800 pounds of alfalfa pellets. Hey, did you see all the nice trophies and prizes they were giving out last Saturday? I really liked the director's chairs and the blankets. Do you know what Sam won?"

6. "That's not a good quality leather. It is more important to have hard leather. I know all about leather. I've been buying leather here since before you were born. I know what is good and what isn't."

Do You Gossip?

Effective communication between people is the key that opens the door to meaningful relationships. You must develop communication techniques to use with everyone you meet.

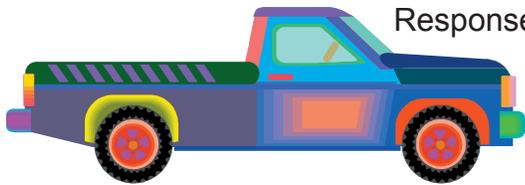
Read the following situations. Think about how you would respond. Write your response and tell why you would respond that way. Next, form groups of four or five students. Discuss your responses. Choose one of the situations. Role play it for the class.

1. I hear the dentist is having trouble with his marriage and that he is getting a divorce. Is that right?

Response: _____

Reason for response: _____

2. I see that Tom has a new pickup, and I saw his wife driving a new car. He must be making a bundle. Guess I'm in the wrong business. What is his salary?



Response: _____

Reason for response: _____

- 3. I saw Jenna at the store yesterday. She looked like she'd been crying most of the night and seemed very upset. I heard she had an abortion. Did she?

Response: _____

Reason for response: _____

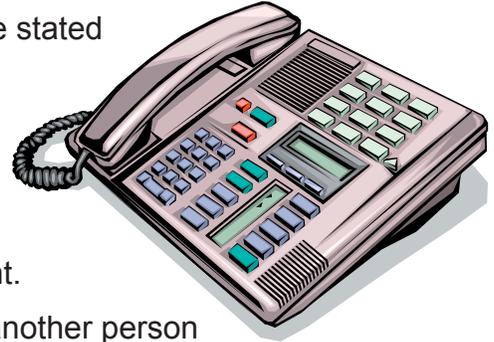
- 4. I will never learn all that history by tomorrow. If I'm going to pass, I'm going to have to cheat. It doesn't matter if I cheat or not because everyone does it.

Response: _____

Reason for response: _____

Oral Directions

No one can follow directions unless the directions given are stated clearly. Giving directions properly is necessary in business because mixups can cause problems in customer satisfaction, loss of productivity, and loss of money. This assignment sheet will allow you to practice your skill in giving directions.



Remember to tell the other person why the task is important.

Choose one of the situations below and give directions to another person in class. Have the person complete the task as nearly as possible based on your directions. At the end of the exercise, evaluate the results. Were your directions clear enough? If not, how could they be improved?

1. You are the manager of a local business. You have a new sales person, John Smith. Tell John how the telephone in your business operates. Then tell him the correct procedure for receiving a telephone call. Make up a reason to telephone and have the person playing John answer the call.
2. Choose a topic you are familiar with and tell another student how to do something that is part of the chosen topic. If possible, have the student do the procedure in class.

Introductions



The first impression you make when meeting someone may become a lasting one, so be sure that it is a good one. Social skills such as making proper introductions are very beneficial to you at work as well as in social situations.

The ability to make proper introductions smooths the way for better communication and projects an image of confidence. If you need more information about making introductions, use the library or resource center.

Read the following situations and then make the proper introductions in each case. Have others in your class role play with you as needed. Have them acknowledge the introductions.

1. Introduce yourself to another person in your class. Tell your real name and give some information about yourself. Talk to the other person briefly and repeat your name if needed.
2. Introduce Sam Sneed, who runs the media center at school, to Carla Crump, your supervisor at work. Ms. Crump is older than Mr. Sneed.
3. Introduce yourself to a prospective employer. Describe your education and work experience as it relates to the position you are interested in.
4. You are the sales manager for a local business. You are at a meeting to discuss new sales techniques. Introduce your newest employee, Janet White, to the other sales personnel. Then introduce your guest speaker, Jim Webster, to the group. (Make up some information about him.)

Introduce a Speaker

You may be asked to introduce a guest speaker for a banquet or other type of function. The way you introduce a guest speaker can help or hinder the speaker’s presentation.

Pretend you are in charge of getting a speaker for a club or business convention. Using the guidelines and the sample information given, select a topic for a speaker’s presentation. Write and then give a one-minute introduction.



Guidelines

- ◆ Set a time limit. Before your introduction, tell your speaker that he or she is to speak for twenty-five minutes and that a five-minute signal will be given before the time is up.
- ◆ Review the speaker’s resume. Choose appropriate information for use in the introduction. Educational and community activities always are appropriate to use.
- ◆ Keep it short. Do not start with the birthdate and relate every event in the resume. Mention only those past experiences that relate directly to the subject of the speech that the speaker is giving.
- ◆ Do not try to capture the audience with your personality. Avoid telling a string of funny stories or giving your knowledge of the subject. Remember, the speaker is the one who will give the presentation.
- ◆ Create suspense. Create the thought that what the speaker is about to say is important. Mention the speaker’s name only once, at the end of your remarks; then stay on the platform with the speaker and lead the applause. Return to your chair during the applause.
- ◆ NEVER apologize. If the speaker is a substitute or fill-in due to a program change, do not apologize or make excuses.
- ◆ Make sure that you pronounce the speaker’s name correctly. Give the speaker’s name at the end of the introduction, not at the start.

Write your introduction below. If more space is needed, use additional paper.

Speaker’s topic: _____

Introduce: _____

Speaker's Information

Name:	Kayla Reeves
Education:	Bachelor of Science in Nursing, 1987 University of Oklahoma Master of Education in Secondary Education, 1990 University of Oklahoma
Experience:	Assistant State Supervisor, 1998–present Oklahoma Department of Career and Technology Education Stillwater, Oklahoma Instructor, 1994–98 Health Services Careers Gordon Cooper Tech Center Shawnee, Oklahoma Instructor, 1991–94 Associate Degree Nursing Program Seminole Junior College Seminole, Oklahoma Office Nurse, 1988–90 Canadian Valley Clinic El Reno, Oklahoma Staff Nurse, 1987–88 Parkview Hospital El Reno, Oklahoma
Certificates:	Registered Nurse Certificate Standard Oklahoma School Certificate: Secondary Health Provisional Oklahoma School Certificate: Secondary Administrator
Memberships:	Association of Career and Technology Education Oklahoma Association of Career and Technology Education Oklahoma Health Occupations Education Teacher Association
Special Activities:	HOE Division of ACTE Vice-President Elect, 1986–87 Vice-President, 1987–88 President Elect, 1988–89 President, 1989–90 Past President, 1991–92

Participant, Oklahoma Extern Program, 1988

State HOSA Advisor, 1998–present

Outstanding Young Women of America, 2000

Member, Advisory Committee for Teacher Certification,
University of Central Oklahoma

Curriculum committee member for Health Services Careers

HOSA, Inc. Board of Directors

Member, 2000–present

Secretary, 2000–01

Chairman-Elect, 2001–2002

Chairman, 2002–2003

Prepared Speech 2



The key to giving a successful speech or presentation is good preparation and delivery. Selecting a topic is often the hardest part of writing a speech. A topic that interests you will be easier for you to present to others.

Select a topic

Choose a topic that interests you and that you already know something about, or on which you can easily find information for a one-minute speech.

Topics such as smoking in public places, AIDS awareness, national health care and the health care crisis, violence and sex in movies and television, as well as athletics, or school projects make good topics.

Write your speech topic on the line below.

Gather information

Possible reference material for your speech includes the internet, books or magazines, trade and business publications, school and public libraries, various associations and nonprofit organizations, resource persons, newspapers, and county, state, or federal government agencies.

1. List possible reference sources you may use in preparing your speech below.

2. After you have gathered reference sources for your speech and read through them, you will need to record relevant information from those sources. Record your information on 3 x 5 cards and follow these guidelines

- ◆ List the source, page number, and date of information you have recorded on each card.
- ◆ Summarize the information in your own words.
- ◆ Unless you want to use a direct quote, do not copy word-for-word from your source. If you do use a quote, mark it in quotation marks and list the author or source, so you will be able to include it in your speech.
- ◆ It is better to take notes on something you are not sure you will use and discard it later than to try to remember where you saw it and look it up again.

Write an outline for your speech

Now that you have gathered the information for your speech, review your notes and make an outline of your speech, using the following format. Have your instructor evaluate your work before you start to write your speech.

Title: _____

I. Introduction

II. Body

A. First Main Point

1. Subpoint 1

2. Subpoint 2

B. Second main point

1. Subpoint 1

2. Subpoint 2

III. Conclusion

Write a One-Minute Speech

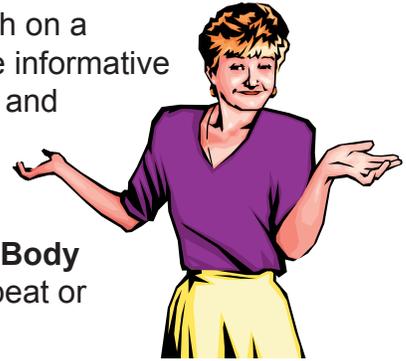
Based on your outline, write the final draft of your one-minute speech. Be sure the introduction, body, and conclusion flow together. Check to see that the speech will be clear to your audience. Write your final draft on separate paper. After you have studied your speech, you may want to transfer the main points of your speech (or the outline) to index cards to use when you give the speech.

Present your Speech

Now that you have written your final draft, practice your speech until you are familiar with it. (Rehearsing in front of the mirror is a good way to practice the use of facial expressions and gestures also). You may want to tape your speech and play it back, to see how you sound.

Prepared Speech 3

You have been asked by a civic club to give a three-minute speech on a current health topic. Select a topic that interests you and would be informative to your audience. Review all resource material (paper and online) and use an outline form to organize the information. An outline should include an **Introduction** to begin the presentation and attract and motivate the audience. Next you would bring out the central theme of the presentation that carries your main idea through the **Body** of the outline. To close the presentation, a **Conclusion** should repeat or summarize the main point of the presentation or ask for action.



First you will write the introduction, body, and conclusion of a three-minute speech. Next you will give the three-minute speech. Use the space below to organize and outline your information. Ask the instructor to evaluate your outline before you begin speech-writing. Remember the key word to giving a good presentation is *organization*.

Chosen topic _____

Resources used: _____

Introduction

Be prepared—Have a clear, specific purpose for each presentation. Introduce each with a preview. Present your points one at a time and in logical order. Keep related ideas together. Keep language simple and sentences short. When technical terms are used, introduce them gradually and explain each fully.

Control your presentation—Set your pace to match the difficulty of the material. Do not be afraid to repeat for emphasis. Use humorous stories or comments to add interest.

Make your presentation effective—When demonstrating, first show the whole operation briefly; then show it one step at a time, explaining as you go along. Emphasize key points. Make full use of instructional aids—models, charts, films, slides, and so on; but use them to improve teaching, not as a substitute for it.

Motivate and maintain interest—Show enthusiasm. Use variety in your presentation. Make your speaking personal. Help the audience see future uses of what they learn.

Use your voice wisely—Speak clearly and loudly enough so that all may hear. Speak slowly enough for meanings to be grasped. It is better to cover less and cover it well. A little variation in your voice will avoid monotony. Use eye contact with the audience.

Make sure of progress—Establish concrete goals and strive to attain them. Know what you can expect from your audience, and hold them to it. Show genuine interest.

Listening

Active listening requires a caring person, one who is interested in the speaker and the intended message. Read the following characteristics of listening and of not listening; then identify your listening habits by recording specific incidents that occur throughout your work week.



You Are Not Listening to Me When . . .

- You do not care about me.
- You say you understand before you know enough.
- You have an answer to my problem before I've finished telling you what my problem is.
- You cut me off before I have finished speaking.
- You are dying to tell me something.
- You feel critical of my vocabulary, grammar, or accent.
- You tell me about your experience, making mine seem unimportant.
- You are communicating to someone else in the room.
- You refuse my thanks by saying you have not really done anything.

You Are Listening to Me When . . .

- You come quietly into my private world and let me be me.
- You really try to understand me even when I am not making much sense.
- You grasp my point of view even when it is against your own sincere convictions.
- You realize that the hour I took from you has left you a bit tired and drained.
- You allow me the dignity of making my own decisions even though you think they might be wrong.
- You do not take my problem from me, but allow me to deal with it in my own way.
- You hold back your desire to give me good advice.
- You do not offer me religious solace when you sense I am not ready for it.
- You give me enough room to discover for myself what is really going on.
- You accept my gift of gratitude by telling me how good it makes you feel to know you have been helpful.

(Author unknown)

Say What You Mean

Written communication and the spoken word can be misinterpreted and misunderstood by the receiver. Communication is a two-way process that involves the following:

What you mean to say and **What you actually say**

What the other person hears and **What the other person thinks he or she hears**

What the other person says and **What you think the other person says**

Visual aids can enhance communication. The use of visuals strongly increases common understanding.

Have a partner read aloud the following description. In the space provided, sketch or draw the kind of picture these printed words give you.

The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws. The ears are long; the tail is thick at the base and tapers gradually. The elongated head is set on a short, thick neck, and at the end of the snout is a disc in which the nostrils open. The mouth is small and tubular, with a long extensible tongue. It is large, measuring 6 feet 8 inches. It is a pale sandy or yellow color. It has little hair so the skin shows through.



Answer the following questions.

Planning Promotions



There are several steps to planning advertising and sales promotion activities. From establishing specific, written goals to reviewing the program periodically and making necessary adjustments, the manager must take an active role in assuring that the promotion is being used to increase sales within the business.

To learn about promotional plans, interview the owner or manager of a local business. Ask any questions you'd like but be sure to include the questions below. If you add questions, write them on a separate sheet of paper. Have your teacher approve your

interviewee and any questions you plan to ask. Be sure to schedule the interview session in advance and see that you instructor approves of the interview.

Person being interviewed _____

Person's job title _____

Date of interview _____

Business name _____

Business address and phone number _____

1. What is the primary purpose of advertising done by your firm? _____

2. Do you have a written advertising plan? How many years are included in the plan?

94—Planning Promotions (continued)

3. Who is responsible for the advertising done by your firm? _____

4. Who prepares your advertisements? _____

5. What method do you use to plan your advertising budget? _____

6. Why does your firm use this method? _____

7. Do you use the industry averages, or some other means, to determine how much money you should spend on advertising? Why? _____

8. How far in advance do you plan your advertising budget? _____

9. How far in advance do you plan your advertising theme and media? _____

10. How do you plan special event promotions? _____

Think about what you learned in the interview and changes you might make in the plan.

Write your recommendations for improving each of the following areas.

1. Written plan _____

2. Budget plan _____

3. Use of themes and ideas in advertising _____

4. Media used _____

5. Assignments made to employees _____

6. Time schedule for completing each element of the program _____

7. Maintenance of records _____

8. System for reviewing program and making adjustments _____

Community Problems

Community problems affect everyone. Their solutions should be a matter of concern for all citizens. Describe the problems listed below, listing one or more agencies that can be of assistance. Then come up with a possible solution to help ease the problem. Be creative; use your imagination. Use your own community or research the problems, using paper or online resources, in another city or area.

1. Sanitation problems _____

Suggested solutions: _____

2. Pollution _____

Suggested solutions: _____



3. Unemployment _____

Suggested solutions: _____

4. Drug/chemical abuse _____

Suggested solutions: _____

5. Crime _____

Suggested solutions: _____

6. Teenage Pregnancy _____

Suggested solutions: _____

7. Education _____

Suggested solutions: _____

Housing Alternatives

Using textbooks, interviews, the internet, and any other available resource, collect information to determine the advantages and disadvantages of the various housing alternatives. Be ready to discuss the advantages and disadvantages with the class.



New single family house

Advantages: _____

Disadvantages: _____

Custom-built, single family house _____

Advantages: _____

Disadvantages: _____

Older or preowned house

Advantages: _____

Disadvantages: _____

Mobile home (owned)

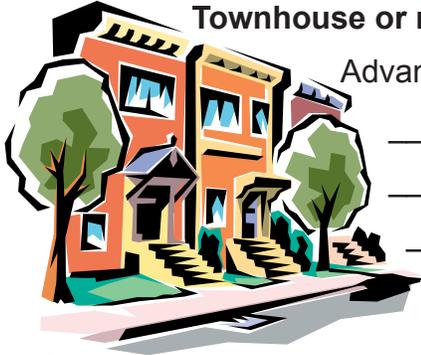
Advantages: _____

Disadvantages: _____

Condominium or duplex (owned)

Advantages: _____

Disadvantages: _____



Townhouse or row house (owned)

Advantages: _____

Disadvantages: _____

Rented duplex

Advantages: _____

Disadvantages: _____

Rented condominium

Advantages: _____

Disadvantages: _____

Rented house

Advantages: _____

Disadvantages: _____

Vacation or time-share

Advantages: _____

Disadvantages: _____

Evaluate Advertising

It is necessary for small business managers to check their outdoor advertisements for completeness, accuracy, and production quality. This practice does not take much time, but can ensure that the best possible advertisements are being developed for the firm's advertising dollar. By checking each ad, problem areas and omissions may be detected and corrected before the ad is run. A set of questions may be used to analyze the completeness, accuracy, production quality, and overall effectiveness of an advertisement.



Look around your community and find two outdoor advertisements that deal with similar products or services and were set up by different sponsors. Once the ads have been selected, answer the questions to analyze the effectiveness of the outdoor ads.

1. Outdoor advertisement #1
 - a. Sponsor's name _____
 - b. Location of ad in community _____
 - c. Draw a sketch of the ad

97—Evaluate Advertising (continued)

2. Outdoor advertisement #2

- a. Sponsor's name _____
- b. Location of ad in community _____
- c. Draw a sketch of the ad

The questions that follow will help you analyze the effectiveness of the ad. Answer the questions. Be sure to explain your answers.

- ◆ Does the ad present a central theme, idea, or philosophy? Why or why not?

Ad 1: _____

97—Evaluate Advertising (continued)

Ad 2: _____

◆ Is there a definite sequence that the customer’s eyes will follow through the ad? (visual sequence) Why or why not?

Ad 1: _____

Ad 2: _____



97—Evaluate Advertising (continued)

- ◆ Does the ad present the product or service from the customer’s point of view? Why or why not?

Ad 1: _____

Ad 2: _____

- ◆ Does the ad appropriately use store logo and information? Why or why not?

Ad 1: _____

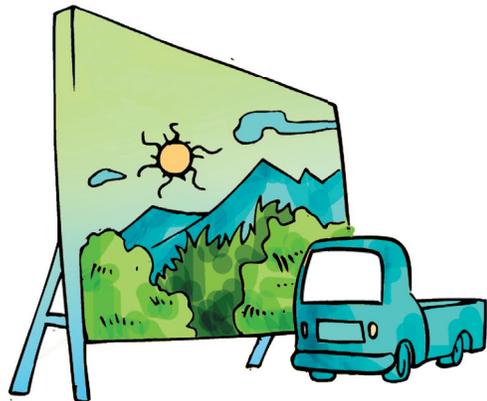
97—Evaluate Advertising (continued)

Ad 2: _____

◆ Can the customer effectively determine the nature of the product or service being advertised? Why or why not?

Ad 1: _____

Ad 2: _____



97—Evaluate Advertising (continued)

- ◆ Is the ad placed appropriately in the community? Why or why not?

Ad 1: _____

Ad 2: _____

- ◆ Does the ad use available space to its best advantage? Why or why not?

Ad 1: _____

97—Evaluate Advertising (continued)

- ◆ Do all of the elements of the ad work together in harmony? Why or why not?

Ad 1: _____

Ad 2: _____

- ◆ Is the purpose of the ad made clear? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Does the ad ask the customer for action, to come in and buy? Why or why not?

Ad 1: _____

Ad 2: _____

Analyze the advertisements by answering the questions that follow.

1. Which of the two advertisements was the more effective overall? Explain your answer.

97—Evaluate Advertising (continued)

2. What was the strongest and weakest feature of each ad? Explain your answers.

Ad 1

Strongest feature _____

Weakest feature _____



Ad 2

Strongest feature _____

Weakest feature _____

Think about the ads you examined. What would you do differently? Write your suggestions for improvements or changes on the lines that follow.

Ad 1

Evaluate Advertising 2

Advertisements must be checked for completeness, accuracy, effectiveness, and production quality. By checking each ad, problems may be detected and corrected before the ad is run. A set of questions may be used to analyze the completeness, accuracy, production quality, and overall effectiveness of an advertisement.



Choose and tape two radio advertisements that deal with similar products or services and that were run by different sponsors. Then answer the questions provided to analyze the radio advertisements.

Describe each ad.

Radio ad #1

Sponsor _____

Product or service being advertised _____

Length of advertisement _____

Describe the ad in detail _____

Radio ad #2

Sponsor _____

Product or service being advertised _____

Length of advertisement _____

Describe the ad in detail _____

98—Evaluate Advertising 2 (continued)

The questions that follow will help you analyze the effectiveness of the radio ad. Answer the questions. Be sure to explain your answers when necessary.

- ◆ Does ad present a central theme, idea, or philosophy? Why or why not?

Ad 1: _____

Ad 2: _____

- ◆ Does the ad present the product or service from the customer's point of view? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Does the content of the ad flow from beginning to end? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Can the customer effectively determine the nature of the product or service? Why or why not?

Ad 1: _____

98—Evaluate Advertising 2 (continued)

Ad 2: _____

◆ Does the ad provide store location and other information?

Ad 1: _____

Ad 2: _____

◆ Is the station and time frame used appropriate for the market? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Are voices easy to understand? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Are the voices appropriate? Why or why not?

Ad 1: _____

Ad 2: _____

98—Evaluate Advertising 2 (continued)

◆ Are appropriate sound effects used? Why or why not?

Ad 1:



Ad 2:

◆ Does the ad use maximum efficiency of air time? (Out of a 30-second commercial, 28 seconds should contain sound).

Ad 1:

Ad 2:

◆ Does the ad ask the customer for action, to come in, and to buy?

Ad 1:

Ad 2:

98—Evaluate Advertising 2 (continued)

Ad 2

Strongest feature _____

Weakest feature _____

Evaluate Advertising 3

Advertisements must be checked for completeness, accuracy, effectiveness, and production quality. By checking each ad, problems may be detected and corrected before the ad is run. A set of questions may be used to analyze the completeness, accuracy, production quality, and overall effectiveness of an advertisement.

Look through copies of newspapers and find two advertisements that deal with similar products/services and were run by different sponsors. Then answer the questions provided to analyze the newspaper advertisements.



Paste the ads to separate sheets of paper. The ads should be similar in size and run by similar companies. Ads should be at least four inches by six inches.

Ad #1

Sponsor _____

Ad #2

Sponsor _____

The questions that follow will help you analyze the effectiveness of the newspaper ad. Answer the questions. Be sure to explain your answers when necessary.

- ◆ Does ad present a central theme, idea, or philosophy? Why or why not?

Ad 1: _____

Ad 2: _____

99—Evaluate Advertising 3 (continued)

◆ Does the ad contain an attention-getting headline? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Does the illustration effectively show the merchandise or service? Why or why not?

Ad 1: _____

Ad 2: _____

99—Evaluate Advertising 3 (continued)

◆ Does the body copy present a customer-oriented point of view? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Does the ad appropriately use store logo and information? Why or why not?

Ad 1: _____



Ad 2: _____

99—Evaluate Advertising 3 (continued)

◆ Does the ad effectively use all elements together in harmony? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Is there a defined sequence which the customer’s eyes will follow? Why or why not?

Ad 1: _____

Ad 2: _____

◆ Does the ad ask the customer for action, to come in and buy? Why or why not?

Ad 1: _____

Ad 2: _____

1. Which of the two advertisements was the more effective overall? Explain your answer.

2. What was the strongest and weakest feature of each ad? Explain your answers.

Ad 1

Strongest feature _____

Weakest feature _____

Ad 2

Strongest feature _____

Weakest feature _____

Think about the ads you examined. What would you do differently? Write your suggestions for improvements or changes on the lines that follow.

Ad 1

Comparative Shopping



It is always a good idea to comparative shop before making any purchases, especially when buying expensive items such as appliances and home furnishings. Choose two different styles or brands of the identified home furnishings for price comparisons and answer the following questions. Use local department stores, building centers, the internet, and/or company sale bulletins as sources of information. Remember that this method of comparative shopping is useful for all types of shopping.

Wall treatments

Think of a room in your house or in a friend's house. Or you can choose a room you've seen in a magazine or on TV or one you've dreamed about. Decide on new wall treatments for the room. Find two possible wall treatments and complete the information below.

Item 1 description: _____

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Item 2 description: _____

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Which of the treatment would you choose? Why? Give specific reasons based on your comparative shopping.

Floor treatments

Think of a room in your house or in a friend’s house. Or you can choose a room you’ve seen in a magazine or on TV or one you’ve dreamed about. Decide on new floor treatments for the room. Find two possible floor treatments and complete the information below.

Item 1 description: _____

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Item 2 description: _____

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Which of the treatment would you choose? Why? Give specific reasons based on your comparative shopping.

Window treatments

Think of a room in your house or in a friend’s house. Or you can choose a room you’ve seen in a magazine or on TV or one you’ve dreamed about. Decide on new window treatments for the room. Find two possible window treatments and complete the information below.

Item 1 description: _____

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Item 2 description: _____

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Which of the treatment would you choose? Why? Give specific reasons based on your comparative shopping.



Ceiling treatments

Think of a room in your house or in a friend's house. Or you can choose a room you've seen in a magazine or on TV or one you've dreamed about. Decide on new ceiling treatments for the room. Find two possible ceiling treatments and complete the information below.

Item 1 description: _____

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Item 2 description: _____

100—Comparative Shopping (continued)

Information source (store, internet, etc): _____

Cost: _____

Coverage : _____

Expected lasting quality: _____

Other noted features: _____

Which of the treatment would you choose? Why? Give specific reasons based on your comparative shopping.

Ethical Conflicts

Our ethical values are put on the line many times, sometimes on a day-to-day basis, because of our fear of failure or of being fired or feeling disloyal. How would you handle the following situations? Be honest! After you have completed the activity, discuss your responses with the class.

1. You have just found out that you are not being paid as much as a fellow worker who was hired at the same time and with your same qualifications. _____



2. You were fired from your last job for being late too many times. You have learned your lesson and realize that punctuality is essential for job success. Would you leave the information off your job application? _____

3. A friend is causing productivity problems in your unit because of an alcohol/drug abuse problem. What do you do? _____

4. Your boss tells you to alter a financial report. _____

5. Your supervisor gives you credit for work on a report that was done by a co-worker in your department. _____

6. List below the things you would NOT do, even at the risk of being fired. _____

- 2. Carman is a very responsible person. She works full-time during the summer and part-time during the school year. The restaurant where she works is one of the nicest in town so she makes good money in tips. She has convinced her parents that she can save some of her money for college and still make payments on a car. Her parents gave her permission to buy a car but told her they would not be able to give her any money for it. After careful deliberation and shopping around, she found and bought a car she could afford.

Yesterday when Carman was leaving work, her boss told her the restaurant was closing. A developer had purchased it, and the land was going to be used for a shopping mall. Carman is very depressed because she has no job and is afraid she will lose her car.

What suggestions can you make to help Carman cope with this situation.?

- 3. Read and compare the responses to the following two situations.

Situation 1

It came as a surprise to Sean Anderson, a 38-year-old engineer, when his boss told him he was to be let go because there wasn't enough work for six engineers. Since Sean was the last engineer to be hired, he was the one to go. Sean understood the situation, but was still very upset. He considered himself a loser. He didn't know what to do because his family depended on his income especially since they just moved into a bigger house with a higher payment.

Half-heartedly, he made a few random phone calls and wrote a few letters. He applied for jobs for which he wasn't qualified and became more and more discouraged when he was continually turned down. He finally stopped trying and moped around the house. He felt he was too qualified to settle for a get-by job.

Peer Pressure

Adolescents and young adults are often faced with the challenge of resisting peer pressure. In order to effectively deal with the challenge, you should establish a positive self-image, have clear goals, strive for the attainment of your goals, and develop personal opinions on issues you might face. When faced with a situation where peer pressure is a factor, you can resist by responding in several different ways. One response is to leave the situation; another is to suggest an acceptable behavior to replace the unacceptable one. A third way, and the one that usually is the hardest to take, is to stand up to the pressure and go against it.

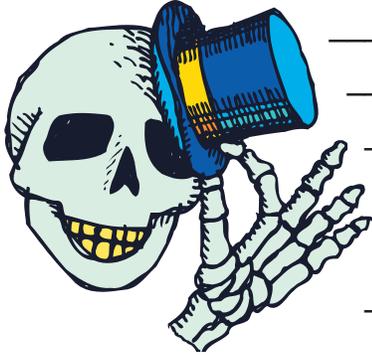
Read each of the situations below. Choose the strategy you would take by circling the letter of that response. Explain your choice in the space provided. Then discuss your responses with a small group or with the entire class. If you are comfortable doing it, share a personal experience involving peer pressure. Discuss the choice you made.

1. Amy and Elaine were invited to a party after a football game. When they arrived they discovered that most of the people were drinking alcoholic drinks. Both Amy and Elaine are under the legal drinking age. Elaine encouraged Amy to have a drink. What do you think Amy should do?
 - a. Leave the party
 - b. Refuse the drink
 - c. Suggest another behavior

Explain why you made the choice. _____

5. On Halloween night, Kelly and her friends were planning to rent videos of horror movies and eat popcorn. As the night progressed, her friends urged her to go with them to throw eggs on the principal's car. What do you think Kelly should do?
- a. Go home
 - b. Tell them no
 - c. Suggest another behavior

Explain why you made the choice. _____



Financial Decisions

Handling finances is an important responsibility. Credit cards and loans are often easy to get, but harder to pay off. Sometimes people make decisions or have things happen that cause them to get into debt so deeply they can't get out without help. The Federal Bankruptcy Act, which dates back to 1898, gives a fresh start to individuals or corporations who are over their heads in debt. Chapter 13, added to the original act in 1938, is a court supervised way to pay creditors. Other changes or additions have been made to the Bankruptcy Act since Chapter 13 was added.

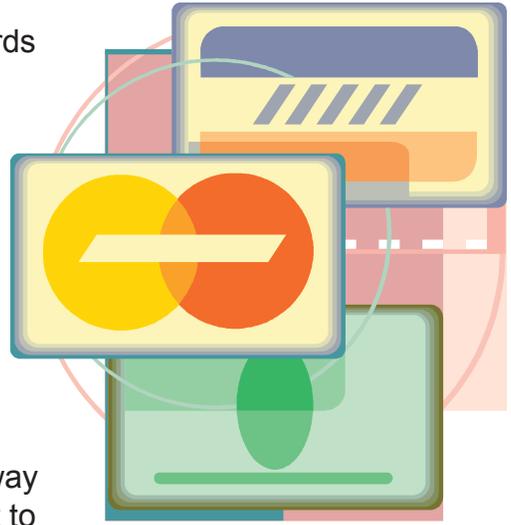
People should remember that bankruptcy is not an easy way out. There are fees to be paid, and it is sometimes difficult to get credit after bankruptcy. Thoughtful planning and decision-making can sometimes keep you from getting too far in debt.

Read the situations below and answer the questions that follow. Discuss your responses with the class or with a small group of students.

Situation 1

Bill and Freida Jones work at a manufacturing company. Their hourly wages are a couple of dollars above minimum wage. They both enjoy the work, but will admit that at the end of a day they are pretty tired. There are days when they are under pressure to meet certain demands. They have one child and would like to have another soon. They have applied for a loan from the company's credit union. They have so many debts that it required more than one page to list them. They owe for two cars, their mobile home, credit card accounts, and most of their furniture and appliances.

- Should this couple be trying to borrow money? Explain your answer.



2. What might be happening to part of their income? Are there financial problems ahead for this couple? Explain your answer.

3. What recommendations would you make to Bill and Freida if they are to avoid bankruptcy? Be specific.

Situation 2

Ben Adams is single and only has to provide for himself. He recently got a good job that doubled his yearly salary. He had never been able to spend within his income, but he knew it would be different now. Soon Ben finds himself in the same situation as before. He is heavily in debt, owing about \$3000.00 for furniture, \$20,000.00 for her new car, and about \$3000.00 on his many credit cards. He has just enough money to make all the payments.

1. What recommendation would you make to Ben to prevent him from having to declare bankruptcy?

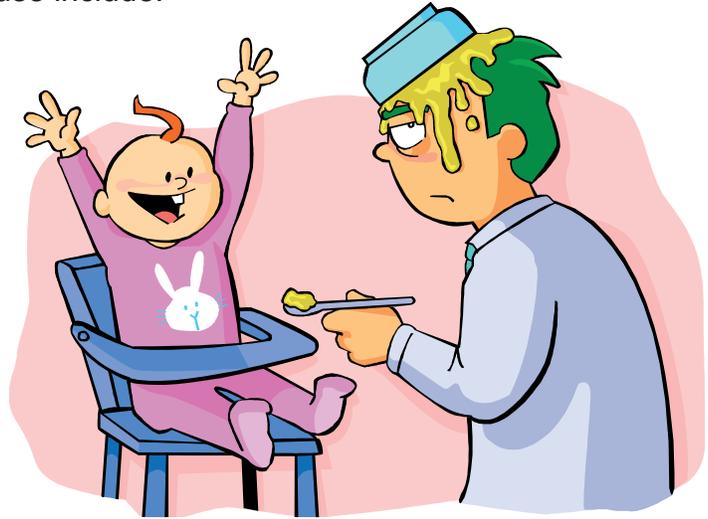
2. Do you think Ben is very responsible with his spending? Explain.

Child Abuse

Child abuse is a major problem, but what can you do about it? How can you tell if a child is abused? Why would parents hurt their own children? A victim of child abuse may exhibit unusual behavior such as aggression, withdrawal, or a reluctance to go home. Less noticeable are the psychological signs such as a seeming lack of emotion or low self-esteem.

Most cases of child abuse are committed by a parent, but many children are abused by a relative or caregiver. The causes of child abuse include:

- ◆ Emotional immaturity of parent
- ◆ Inability to accept parenthood
- ◆ Unrealistic expectations
- ◆ Abuse during abuser's own childhood
- ◆ Substance abuse
- ◆ Stress
- ◆ Distorted sense of discipline
- ◆ Mental instability



Distinguish among different types of child abuse. Write a **P** in the blanks after examples of physical abuse, and **E** before examples of emotional abuse, and an **S** before examples of sexual abuse.

1. Mike is a six-year-old who is very thin and is not dressed appropriately for the weather. On the coldest days Mike wears jeans and a very light T-shirt; often he wears the same clothes for days on end. When the teacher questioned him regarding his nutritional intake, she found that Mike had lunch at school and ate what he could find for supper.

2. Patricia is eighteen years old and has always done very well in school. Her younger sister does not have the same ability. Their parents have always told the younger sister how stupid she is and how, if she thought anything about them, she would try harder at school. _____
3. Lisa wears sunglasses to school. One day while in the restroom, Lisa takes off her glasses to wash her face. You notice that she has two black eyes. _____

3. What would you do if you suspect a child is being abused? _____

4. What would you do if you were a parent and suspected that your child was being abused at a day-care center? _____

5. What would you do if you felt yourself losing your temper and about to hit your child? _____

Managing Stress

Read the following and complete the activities. Be ready to discuss your responses with a group of students or with the class.

Situation 1

John and Annette have been married for two years. John works part-time and takes three courses at a junior college. Annette has been working at her full-time job for three years. She is very happy with her job. Both have definite goals for their lives. His immediate goal is to finish his school work and get a job that will help them buy a house. However, these plans are suddenly put on hold when they find out Annette is pregnant. She has a health problem that necessitates she stay home during the pregnancy. John plans to continue his classes and find a full-time job to help with finances.

Suddenly Annette is stuck home all day and has few outside contacts. She is depressed and finds herself eating too much and quickly gaining weight. John is either working, in class, or studying and is usually very tired. He is irritable and has been verbally abusive to Annette. He gets impatient hearing about babies, pregnancy, and how Annette feels. Financially they are in a real bind. Since Annette had to quit her job, there is no health insurance to cover medical expenses. Even though it has caused major changes in her life, Annette is excited about having a baby. She wishes John felt the same way. She has noticed that John has been making excuses to spend time away from home, usually with his drinking buddies. His drinking has increased dramatically. She doesn't want to talk to him about his drinking for fear of making him angry.

Although they have a good marriage, their relationship is very strained.

Situation 2

Karen, a senior at Bigfork High School, is enrolled in a class that requires her to have a part-time job. Karen works in a women's clothing store, hoping to learn fashion merchandising. She wants to own a clothing store someday. She is a cheerleader and has to be at all the games to cheer with the squad. She also has to make time for cheerleading practice and school work.

Karen's father dies suddenly, and her family begins to rely more on the income from her job. At work, one of the employees is doing a poor job of marking the merchandise and stocking the shelves. When Karen is blamed for it, she tries to explain to her boss that she didn't stock that order, but she's not certain she believed her. Money has been disappearing from the cash register, and all part-time employees are under suspicion. Knowing that she isn't guilty, she tries to do each task promptly. She always looks for more to do and never just stands around visiting.



107—Managing Stress (continued)

Unfortunately, all the pressures are starting to get to her. She has already lost ten pounds and has no appetite. She cries easily and often, sometimes for almost no reason. A couple of times after games, her friends have tried to pressure her into relaxing by using drugs. So far she has refused, but it is getting harder and harder for her to cope with the pressures and problems.

Choose one of the people (Annette, John, and Becky) you just read about and answer the questions about only that person. You may use the internet, library or resource center, or other resources if you need additional information.

1. Name of person _____

2. What goals has this person set? _____

3. Is the person facing positive or negative stress, or both? Explain the stressors.

4. Describe the stress this person is experiencing. _____

5. Does the person have a problem that could be helped with time management skills? Explain. _____

Employment Practices

Cindy worked at Green’s Grocery store twenty hours a week. She was frequently late and did not notify her immediate supervisor if she was going to be late or absent. Her attitude was bad when she was on the job. She was rude to customers and stood around doing nothing when there was no one to check out.

Mr. Doodles, the manager of the store, was really angry with her, but he didn’t want to fire her because he might have to pay unemployment. He decided to create a work climate for Cindy that would be so uncomfortable it would cause her to quit. He told her immediate supervisor about the idea, and she agreed to go along with it. They gave Cindy the worst shift and the most difficult and disgusting jobs to do. When Cindy complained, she was told she could take it or leave. Cindy soon quit.



What ethical issues are involved here for:

Cindy _____

Her supervisor _____

Mr. Doodles _____

What would you have done if you were:

Cindy _____

Her supervisor _____

Mr. Doodles _____

Case Studies 2

Everyday business people encounter situations that require decisions to be made. A good manager or team leader knows when immediate decisions are necessary. To do this deciding, good managers or team leaders know they need to collect data as well as really listen to other people. In this assignment you are given a case study that presents a situation that might arise in a business. After you read the case study and answered the questions that follow, discuss your thoughts and responses with a small group of students or with the class.

Case Study



As soon as he returned from lunch one day, Mr. Barber, manager of the Barber Supply Company, called his chief account and said, “Say Amy, come right up to my office. Heard about a fine new system that ought to save us lots of money in accounting department salaries. We’re going to try it.”

When Amy got to Mr. Barber’s office, he said, “ Now sit down and let me tell you what we’re going to do. We’re going to eliminate pennies from all our accounting records. Whole-dollar accounting, they call it. Saves writing or inputting millions of digits a year. A person at lunch today talked about it. Lots of companies are doing it. You can make income tax reports without pennies, so why not use it for our own records. Well, Amy, what do you think?”

“I’ve heard of the system,” answered Amy confidently. “In fact, I’ve done quite a bit of reading about it. I’ve talked to some of the members of the accounting group I belong to who have actually used the system. It takes some planning to revise an accounting system, and I wanted to learn more before . . .”

“Planning? Learn more? That’s the trouble with accountants; they never take a chance. Why, the only way to do this is to start doing it. After all it’s so simple that any third-grader could do it. Just round the dollars—drop 49 cents and under, raise 50 cents and over to the next dollar. That’s all there is to it,” answered Mr. Barber.



“But Mr. Barber,” explained Amy, “clerks will have to know what to do with various accounts. At what point should the variance be handled, when will we raise or lower the amount. And more important, if we’re thinking of adopting the system, how will the accounting personnel accept it?”

“How will accounting personnel accept it?” shouted Mr. Barber, growing purple in the face. “Your temperamental accounting people just better accept it if I tell them to. Furthermore . . .”

Just then Mr. Barber’s secretary came in and said, “Sorry to disturb you, but Ms. Jackson of J-B Supply Company is on the phone.”

Mr. Barber picked up the phone, “Hello, Samantha. . . .Yes, I did enjoy the lunch. I’ve just been talking to my chief account about that fine new system. . . .Oh, you do? . . . For the last three years . . .Oh, you have alot of literature about it that you think I might like to read and pass along to the accounting people. . . .You what? Had meetings and ran tests before you even made any plans . . . Got good suggestions from the employees after you overcame their resistance to change . . . Several approaches you can take . . . Oh, you had your chief accountant and some of his supervisors visit some offices using the system. Yes, our chief accountant is here now. I’m sure he’d be interested in talking to your people. Thanks for calling, Samantha. Guess I got carried away by the speaker’s enthusiasm. I thought it would be easy, but it’s more complicated than I thought.”



Mr. Barber sat, staring at the phone for several minutes before speaking. Finally he turned to Amy and said, “Well, I guess you figured out what that was about. She called to see if she could be of help. It seems that several years ago, she tried to install a new record-keeping system using what she called the divine authority method. The new system failed miserably. So with this accounting system, she tried a new method and had good results. So go over there and take some of your supervisors. Let’s get together again in two weeks and talk about our next step.”



Answer the following questions. After you have finished, discuss your answers with a group of students or with the class.

- 1. When their conversation started, what was the difference between Mr. Barber’s and Amy’s approach to introducing the new system? _____

- 2. What was Mr. Barber’s reaction to Amy’s suggestions? _____

3. How did Mr. Barber feel about the accounting personnel? _____

4. In your opinion, what was Mr. Barber’s attitude toward employees in general? Why?

5. What was Mr. Barber’s reaction to his conversation with Ms. Jackson? _____

6. Do you think Mr. Barber learned anything from this experience? Why or why not?

Problem-solving Process

Good management practices are preventive because proper actions and attitudes on the part of both managers and employees will reduce the need for disciplinary measures. Two of the most important actions that should be taken are listening to what is being said and developing a feeling of ownership, cooperation, and teamwork. Other actions include providing training opportunities; being present when you should be; acting honestly and fairly; developing and using communication skills; working with causes, not just symptoms or effects; and looking for signs of discontent.

Workplace interviews are designed to provide managers and team leaders with the opportunity to meet with employees to privately discuss business matters. The manager and the employee work together to come up with a solution to the problem.

Case Study

Maria Sanchez has been the manager of the produce department of a grocery wholesale company for six months. When Maria took the job, she inherited five employees. Each of these employees is 35–55 years old and married. They rarely attend parties or other social functions and are confirmed nondrinkers. All five had been with the company for more than ten years when, two months ago, Joan submitted her resignation.



Joan's replacement, 23-year-old Christine Garvery, was selected by Maria and started working three days after Joan left. Christine has a Bachelor's of Business Administration degree; her abilities far exceed those of her four co-workers. Because of her abilities, education, and excellent work habits, she is being considered for a management trainee position with the firm.

Christine is young, single, drinks socially, and enjoys attending social functions and parties. She has been seen in local night spots and has even tried to set up office pools for the university's football games. The other four employees have been critical of her stylish clothes and her life style.

Three weeks ago the other four employees decided to make life miserable for Christine by subjecting her to the silent treatment. That is, they refused to speak to her at all—even on matters of business. Maria considered this behavior inappropriate, unprofessional, and totally out-of-line, not to mention extremely childish. She decided to call the four employees into her office to discuss the situation and to listen to their explanations and reasons.

After listening to them, she pointed out that Christine was an excellent, hard-working employee. She asked them to accept her as a regular staff member and treat her appropriately. They promised to think it over and consult with her again the next day.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Explain the decision and how you arrived at it.

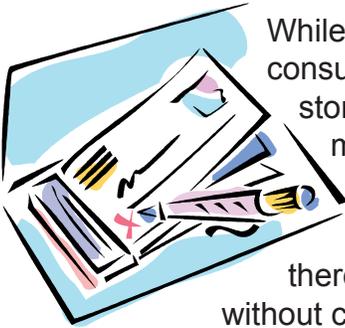


Problem-solving Process 2

Managers, team leaders, and employees make many decisions during the course of a normal working day. Read the case study. Use the problem-solving process to decide how you would react if you were actually part of the situation. Be prepared to discuss and justify your responses in class or in small-group discussions.

Case Study

Terry Smith has worked as a front-end cashier in a department store for about one year. He knows that the company plans to open several branch stores soon, and he wants to be considered for promotion to front-end supervisor in one of the new stores. One day his supervisor, Marinda Valdez, told Terry that she was planning to go on vacation. She asked him to assume full responsibility for the front end while she was gone. Terry readily agreed, and the store manager approved Terry as acting front-end manager.



While working as front-end manager, Terry frequently was required to consult a bad-check list and to approve only those checks that met store policy: completely filled out in ink, written on a bank less than 50 miles from the store, written for the amount of purchase only, and accompanied by two forms of identification.

Terry felt that this approval practice took too much time and, therefore, began to approve all checks that were presented by customers without checking any standards. He reasoned that the cashiers were ultimately responsible for the handling of all checks and money so the cashier would, no doubt, check all information required to cash a check.

Upon arrival back at work, the full-time front-end supervisor was approached by the store manager and told that the store was experiencing an unusually high number of returned checks.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.



Problem-solving Process 3

Internal theft accounts for a large percentage of all retail store losses every year. In fact, employees steal billions of dollars in both merchandise and money from their employers' places of business annually. Stopping internal theft is a problem that must be dealt with by both employers and employees.

Case Study

You have seven full-time and three part-time sales clerks who use four cash registers located in various departments of the store. Each register will allow eight people to ring up sales by using a separate key. Each register has only one cash drawer. You are the assistant store manager and do not have an assigned key or register. Whenever you or the store manager make a sale, it is rung up on someone else's key—usually the one assigned to the department manager.

Three registers have been coming up short for the last three months. You have held store meetings concerning the proper handling of cash register procedures. All employees satisfactorily performed the tasks after the training sessions. You have checked the cash drawers at various times throughout the day. You have checked vacation time taken, the work schedule, and personnel records to determine which employees might be taking the money. These procedures have led you to believe that two of the full-time and all three part-time employees bear watching. Morale has dropped because all the employees know that you and the manager suspect someone of stealing.



Currently everyone uses all registers. Full-time sales clerks are assigned key numbers 1–7, and all three part-time employees use key 8. One part-time employee works 10:00 A.M.–4:00 P.M. Wednesday through Saturday; one works 2:00–8:00 P.M. Monday, Wednesday, and Friday; and one works 2:00–8:00 P.M. Tuesday, Thursday, and Saturday.

Since the shortage has been totally \$50–\$200 per week from all registers, you have been directed by the store manager to find and get rid of the thief.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

Problem-solving Process 4

Employers, managers, team leaders, and employees are faced with problems every day. Everyone must be able to identify problems and work through them to effective solutions. There is no guarantee that the decision made will always be right; however, these people are less likely to make impulsive, snap judgments if they use an established decision-making, problem-solving process. You may complete this assignment individually or as part of a team.

Case Study

Your best salesperson, who is also the person next in line for management training, has become consistently tardy. About two weeks ago you visited with the employee, and she explained that she was having trouble trying to get everything done each morning before coming to work. She lost her husband recently and now that school has started, it is increasingly difficult for her to get to work on time. Although she is to report to work at 7:30 A.M., she is generally 15–20 minutes late each morning. Although she has been frequently tardy, she is a hard worker; her total work performance far exceeds all other employees.

Last Tuesday, the freight truck arrived with an extra large shipment for your store. Your problem employee was 45 minutes late. This meant that the truck driver and the other employees had to work feverishly to get the truck unloaded before customers began to enter the store. Her explanation this time was that her younger child was ill with the flu all night, and she was late getting around that morning.



Although she faces real personal/family problems and has been able to explain the causes of her tardiness, the other employees think that she is receiving preferential treatment. Tension within the work group has continued to build since the truck unloading problem.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

Problem-solving Process 5

Every business day, managers and employees are faced with communication and human relations problems. Many of these are caused because of a lack of understanding of the company’s organizational structure. It is important that managers, team leaders, and employees understand the organization of the company.

Case Study

Doug Redeagle has been working part-time in a large department store for three months. He is assigned to the camera department. His job description includes selling merchandise, stocking, housekeeping, and maintaining inventory control. Susan Davidson is the buyer and supervisor for the camera department. Ms. Davidson keeps Doug busy during his hours on the job. However, with the Christmas season nearing, it seems that everyone else is finding additional things for him to do.



For example, while making a run to the stockroom earlier this week, Doug was stopped by the stockroom manager who kept him busy for more than an hour. Doug did not mind unpacking merchandise for the stockroom, but he had not finished his officially-assigned, camera department jobs. On top of that, the jewelry department manager asked Doug to price some merchandise. It took over an hour to complete the jewelry pricing. All the extra requests are making it difficult for Doug to complete his camera department responsibilities.

Doug is a good worker. He knows that his primary responsibility is to the camera department and Ms. Davidson, but it is difficult for a part-time employee to say no to a request from a manager.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

Employment Skills for the 21st Century—Volume 1 Answers



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Answers

Answers are given for questions that have defined answers - those not provided here have subjective answers that should be evaluated for content and completeness.

Activity 9

1. Atlantic
2. France
3. Seine
4. Paris
5. Italy
6. Alps
7. Mediterranean
8. Sinai
9. Indian
10. Hawaii
11. Pacific
12. Golden
13. San Francisco

Activity 10

1. cacti or cactuses
2. conductor
3. labor, toil
4. noun
5. 4
6. a tricky device or stunt
7. metal
8. noun, verb
9. 4
10. data
11. yurt—modern adaptation of the shelter used by Central Asian nomads for centuries

Activity 11

1. a. Pacific
b. Mountain
c. Central
d. Eastern
2. 12 AM (Midnight); No; It is probably too late. He could be in bed.
3. 5 AM; 7AM.
4. 11 AM; 12 PM (Noon)

Activity 17

1. 1750 Pitkin Lane; 236-4578
2. 64 Sixteenth Avenue; 333-5688
3. 418 Miller Avenue; 498-3678
4. 94 Bay Place; 457-0987
5. 524 Fifty-sixth Street; 335-0974
6. 1722 Union Boulevard; 788-4755
7. 172 West First Street; 224-9846
8. 175 Troy Street; 222-3458
9. 124 East Thirty-third Street; 940-8763
10. 2809 Wyckoff Circle; 875-9043

Use a current directory or the internet to check Area Codes.

Activity 25

Part 1

1. Yes both provide the basic needs of privacy, shelter, and security.
2. Apartment A provides added extra wants such as an extra bedroom, dishwasher, washer/dryer, and poolside location that are not really needs.
3. \$125.00
4. Apartment A—\$7,200.00
Apartment A—\$5,700.00

Activity 30

1. \$850.00
2. the first day of the month
3. The renter will be charged a ten percent penalty.
4. \$500.00
5. Yes, if the apartment is left in good condition at the end of the lease period of 12 months.
6. in the event of an emergency
7. No pets are allowed.

Answers (continued)

8. the renter
9. twelve months after the signing date
10. 30 day
11. \$2200.00

Activity 31

1. Luxury 1-bedroom townhouse, 1 bathroom, fireplace, washer/dryer. Rent \$820.00 a month plus utilities. References required. Shown by appointment only. Phone 555-5555.
2. Rural 4-bedroom, 2-car garage house. Available to rent on January 15. Central air conditioning, ceiling fan, fireplace, appliances included. Rent \$1000.00 a month plus utilities and a deposit. References required. Call 555-0000 after 6 P.M.
3. 2-bedroom, 1½ bathroom apartment. Furnished. Available to rent on March 1. Rent \$850.00 a month plus a deposit. Apartment located at 11111 West 1st Street. Call 555-1111.
4. Must sell beautiful 2,000 square foot home. 4-bedroom, 3 bathrooms, 2-car garage, fireplace, central air conditioning, appliances included. Asking price \$150,000. Listed with Ford Realty, phone 555-5555.
5. Lovely home with new inground swimming pool. 1,900 square foot home with 4-bedroom, 2 bathrooms, 2-car garage. Located in the Southwoods school district. Shown by appointment only. Listed with Realty World, phone 555-0000.

Activity 35

1. cm, in
2. km, mi
3. dm, yd, ft
4. bd ft, cd ft, mm, gm, l, cc
5. cu ft

Activity 36

1. St.
2. Ave.
3. Blvd.
4. Rd.
5. Ln.
6. Dr.
7. Ct.
8. R.R.
9. RFD
10. Rt.
11. P.O. Box

Activity 37

- | | |
|-------------|---------------|
| 1. tsp or t | 2. tbsp or T |
| 3. pt | 4. qt |
| 5. gal | 6. oz |
| 7. lb | 8. bu, pk, lb |
| 9. doz | 10. gr, doz |

Activity 38

- | | |
|------|--------|
| Jan. | Sun. |
| Feb. | Mon. |
| Mar. | Tue. |
| Apr. | Wed. |
| M. | Thurs. |
| Je. | Fri. |
| Jl. | Sat. |

- Aug.
Sep.
Oct.
Nov.
Dec.

1. December Dec.
2. Saturday Sat., Sunday Sun.
3. June Je, July Jl., August Aug.
4. January Jan.
5. February Feb.
6. November Nov.
7. Monday Mon., Tuesday Tues., Wednesday Wed., Thursday Thurs., Friday Fri.
8. September Sept.
9. October Oct.

Answers (continued)

9. March Mar.
10. April Apr.
11. May M.

Activity 39

1. stories, plays, poems, and essays
2. house, put up the walls, poured the concrete, and plastered
3. were, how you were, or when
4. material, thread, pins, needles, and patterns
5. Sara, Kim, Sandy, Peggy, and I
6. baseball, football, and basketball
7. custards, pies, cakes, and cookies
8. spark plugs, air filters, gasoline filters, and jumper cables
9. lumber, charcoal, creosote, turpentine, and rosin
10. tea, juice, lemonade, and punch

Activity 40

- | | |
|------------------|------------------|
| 1. way, but | 2. supplies, but |
| 3. can, and | 4. class, but |
| 5. life, and | 6. water, and |
| 7. oil, and | 8. mail, or |
| 9. party, nor | 10. types, and |
| 11. circles, and | 12. play, but |

Activity 41

- | | |
|----------------|-----------------------|
| 1. Well, I | 2. No, I |
| 3. Yes, I | 4. So, I |
| 5. Why, I | 6. Also, I |
| 7. Why, surely | 8. Therefore, falcons |
| 9. Yes, a | 10. Well, I |

Activity 42

1. brother, the thinker in our family, enrolled
2. Reunion, a big annual picnic, was
3. house, a large mansion, was
4. John, one of our scientific geniuses, blew
5. truck, one carrying 4 tons of gravel, tipped
6. Chisels, especially those carried on construction jobs, are
7. Fritz, a skilled welder, did
8. Tennis, a lively game, is
9. Rita, an extremely talented girl, won
10. Snorky, my little cocker spaniel, barked

Activity 43

1. mules, in my opinion, are
2. squirrels, for example, can
3. Math, I think, is
4. Summer, in my opinion, is
5. dad, of course, will
6. not, in fact, keep
7. grades, for example, will
8. father, on the other hand, is
9. girl, I am sure, likes
10. Dad, I believe, that

Activity 44

1. July 4, 1776, in Philadelphia, Pennsylvania
2. 10, 1981, 3, 1981
3. Street, Perry, Oklahoma
4. San Jose, California, 12, 1980
5. Austin, Texas, after

Answers (continued)

6. Road, Keota, Oklahoma, Street, Miami, Florida
7. Company, Schenectady, New York, to
8. Company, Street, Athol, Massachusetts
9. 7, 1907, Oklahoma
10. Guthrie, Oklahoma, was

Activity 45

1. Sis,
2. yours,
3. friend,
4. yours,
5. wishes,
6. Harry,
7. Alice,
8. Sincerely,
9. Sara,
10. Respectfully,

Activity 46

1. Smithson, M.D.
2. Davis, Ph.D., graduated
3. Criag, Sr., was
4. Watkins, Jr., was
5. Hammon, Sr.
6. Ferrara, M.D.
7. Crakenberry, Esq.
8. King, Jr., was
9. Waters, D.D.S.
10. Bailey, Jr.

Activity 47

1. Bob, will
2. program, Janice, has
3. Nelson, may
4. telephone, Barbara
5. Linda, why
6. Anderson, the pictures were
7. remember, Patty, the
8. Mr. President, I
9. question, Anna
10. Teresa, please

Activity 48

1. During the thunderstorm, lightning
2. After a good night's sleep, I
3. Because I enjoy shop, I
4. Although she likes candy, she
5. On a very clear day, the
6. If I were the principal, I

7. When the snow storm ended, we
8. At the age of ten, I
9. As the librarian looked over his records, he
10. Behind the enormous desk, six-foot

Activity 49

- | | | | |
|----------|---------|----------|--------|
| 1. well | 2. well | 3. badly | 4. bad |
| 5. good | 6. well | 7. well | 8. Bad |
| 9. badly | 10. bad | | |

Activity 50

- | | |
|---------------|---------------------|
| 1. supposed | 2. ask |
| 3. prejudiced | 4. scientists |
| 5. asks | 6. used; prejudices |
| 7. supposed | 8. scientists |
| 9. Prejudice | 10. supposed; used |
| 11. throws | 12. play, gets |
| 13. provide | 14. lined |
| 15. papers | |

Activity 51

- | | | | |
|-------|--------|------|-------|
| 1. A | 2. An | 3. a | 4. a |
| 5. a | 6. a | 7. a | 8. An |
| 9. an | 10. An | | |

Activity 52

Part 1

1. hot, sudsy, the
2. hot, rinse, the
3. the, local, dishwasher
4. a, small, stiff, the, sticky
5. the, frozen, several

Answers (continued)

6. a, mixing, the, the, paint, smooth
7. Five, the, new
8. The, new, light, polyester
9. A, the, the, frozen
10. The, best, the, small, a
11. A, the, the, local, high
12. A, the, second, best
13. The, best, the
14. the, two, the, local
15. the, the, two, the, high
16. the, the, their, school, the, best
17. One, thirty-five, the, last, school
18. The, other, four, the, same, school
19. a, steady, consistent
20. The, four, school, the

Part 2

1. Five, new
2. The, five, new
3. the, class
4. a, good, an, excellent, a, good, an, excellent
5. The, tall, a, professional, football
6. six
7. a, leg, the, last
8. The, leg
9. long, involved, interesting, his, football]
10. His, the, interesting, some

Part 3

1. The, local, business, a, a, successful
2. an, after-dinner
3. his, the
4. his, best, high, school, their
5. seven
6. funny, his, many, long
7. his, the, local, the, local
8. The, appreciative, a, standing
9. The, local, business, a, gold
10. a, good

Activity 53**Part 1**

- | | | |
|-------------|---------------|----------|
| 1. doesn't | 2. themselves | 3. given |
| 4. himself | 5. done | 6. a lot |
| 7. saw | 8. all right | 9. saw |
| 10. brought | 11. brought | 12. seen |
| 13. don't | 14. broken | |

Part 2

- | | |
|-----------------|--------------------------|
| 1. brought | 2. doesn't |
| 3. himself | 4. themselves |
| 5. didn't | 6. seen |
| 7. A lot; don't | 8. all right; themselves |
| 9. eaten | 10. saw; himself |

Activity 54

Part 1

- | | |
|-------------|-------------|
| 1. accept | 10. among |
| 2. accept | 11. among |
| 3. Except | 12. Between |
| 4. except | 13. among |
| 5. effect | 14. into |
| 6. affected | 15. into |
| 7. affect | 16. in |
| 8. effect | 17. in |
| 9. between | 18. in |

Part 2

- | | |
|----------|------------|
| 1. have | 6. there |
| 2. have | 7. They're |
| 3. have | 8. they're |
| 4. their | 9. their |
| 5. there | 10. their |

Part 3

- | | |
|--------|--------|
| 1. to | 6. a |
| 2. two | 7. an |
| 3. too | 8. and |
| 4. to | 9. a |
| 5. to | 10. an |

Part 4

- | | |
|---------|----------|
| 1. It's | 6. it's |
| 2. its | 7. its |
| 3. it's | 8. its |
| 4. It's | 9. it's |
| 5. its | 10. it's |

Part 5

- | | |
|------------|-------------|
| 1. set | 6. Let |
| 2. sits | 7. let, sit |
| 3. sitting | 8. leave |
| 4. set | 9. let |
| 5. sits | |

Part 6

- | | |
|----------|---------|
| 1. lying | 6. laid |
| 2. lay | 7. lie |
| 3. lay | 8. lie |
| 4. lie | 9. laid |
| 5. lain | 10. Lay |

Part 7

- | | |
|----------|----------|
| 1. loose | 6. quite |
| 2. raise | 7. rise |
| 3. quit | 8. risen |
| 4. quiet | 9. Raise |
| 5. lose | 10. rise |

Activity 55

1. anywheres; Dad can't find his paintbrushes anywhere.
2. had; He ought to put them away after cleaning them.
3. at; Where will you be working when school is out.
4. before; I will be working before a crowd.
5. can't; I can't drive a nail straight.
6. behind; There is a switch behind that door.
7. from; Unload the lumber from the truck.
8. Because; Because you might fall, you ought not walk on the ledge.
9. That; That torch can cause you to be blind.
10. Correct

11. Correct
12. Now, Right now or Today; Today we can get money from the boss.
13. Everywhere; Everywhere we looked, we saw girls and boys cooking hamburgers.
14. held; We had no trouble finding where the cooking contest was held.
15. Correct
16. That; That girl will probably win this prize.
17. Correct
18. off; Take the pickles off my hamburger.
19. all fires; When the cookout was over, all fires were put out.
20. can hardly; We can hardly cause a forest fire.

Activity 56

Part 1

2, 3, 4, 6, 7, 9, 10, 11, 14, 18, 19

Part 3

1. After driving hundreds of miles.
2. Having finally made her selection.
3. Shopping for material.
4. Where we saw different types of fabric care labels.
5. When she warned the students of the fire.
6. In the hard dirt.
7. Before hanging the cabinets
8. Then to see our cousins.
9. Trying to learn a hobby.
10. The kind I like.

Activity 57

Part 1

1. houses. Every
2. criminals. They
3. clover. It
4. life. We
5. mountains. Smoke

Part 2

- | | |
|--------------------|---------------|
| 1. wall; everyone | 2. door; the |
| 3. separated; they | 4. store; the |
| 5. safety; we | |

Part 3

- | | |
|-----------------------------|----------------------------|
| 1. fascinating, but, or and | 2. party, but, and, or yet |
| 3. construction, and | 4. do, and |
| 5. call, but, and, or yet | |

Activity 58

Babies require a lot of care/their little tempers seem to flare when everything does not go their way/no matter how old they are, when their diapers are wet or messy, they become angry/if their food is too hot or too cold, they do not seem to be satisfied/bottles of milk have to be just the right temperature or they will reject them/sleep habits must be formed early, or baby will really be cross/some babies are irritable if they sleep too long or not long enough/blankets bother some babies; however, most like to cuddle and snuggle up to three blankets at a time/toys are, or should be, a baby's favorite item, but some toys are thrown over the of the playpen by even the youngest little ones.

Babies require a lot of care. Their little tempers seem to flare when everything does not go their way. No matter how old they are, when their diapers are wet or messy, they become angry. If their food is too hot or too cold, they do not seem to be satisfied. Bottles of milk have to be just the right temperature or they will reject them. Sleep habits must be formed early, or Baby will really be cross. Some are irritable if they sleep too long or not long enough. Blankets bother some babies; however, most like to cuddle and snuggle up to three blankets at a time. Toys are, or should be, a baby's favorite item, but some toys are thrown over the of the playpen by even the youngest little ones.

Activity 64

- 1. 50%
- 2. 37 1/2%
- 3. 25%
- 4. 5%
- 5. 6 2/3%
- 6. 25 %
- 7. 50%
- 8. 28 4/7%
- 9. 20%
- 10. 70%
- 11. 50%
- 12. 94%
- 13. 12 1/2%
- 14. 17%
- 15. 20%; 80% is needed to tile the room

Activity 65

- 1. 900
- 2. 140
- 3. 50
- 4. 22
- 5. 320
- 6. 230
- 7. 275
- 8. 400
- 9. 48
- 10. 3000
- 11. 600 pounds
- 12. 3700 quarts
- 13. 1600 acres
- 14. 650 board feet
- 15. 40 games

Activity 66

- | | |
|-----------|-----------------|
| 1. 2.16 | 14. 600 |
| 2. .9 | 15. 50 |
| 3. 32 | 16. 15 |
| 4. 50 | 17. 78 |
| 5. 43.18 | 18. 16 |
| 6. 17.6 | 19. 36 |
| 7. 1.03 | 20. \$73,269.49 |
| 8. 57 | 21. 6 inches |
| 9. 16.4 | 22. 4 |
| 10. 11.41 | 23. yes |
| 11. 12 | 24. 1020 |
| 12. 1 | 25. 42 |
| 13. \$21 | |

Activity 67

- | | |
|-----------------------------|---------|
| 1. all students are present | 9. 40% |
| 2. 14% | 10. 50% |
| 3. 86, 86% | 11. 5% |
| 4. 25%, 5% | 12. 38% |
| 5. 94% | 13. 25% |
| 6. 6, 6% | 14. 60% |
| 7. 89% | 15. 7% |
| 8. 94% | |

Activity 68

- 1. 225%
- 2. 19.05%
- 3. 53 1/3%
- 4. 9.09%
- 5. 30%
- 6. 40%
- 7. 43.75%
- 8. 20%
- 9. 850%
- 10. 33 1/3

Activity 69

- 1. \$9600.00
- 2. Food 14.4%
House 18.93%
Insurance 11%
Car 8.47%
Clothing 16%
Savings 15.8%
Miscellaneous 15.3%
- 3. Food 14%
House 14.4%
Insurance 10.93%
Car 13.6%
Clothing 15.73%
Savings 18.93%
Miscellaneous 12.4%
- 4. \$35,750.00

Activity 70

1. \$60; \$1060.00
2. \$300; \$2800.00
3. \$39; \$429.00
4. \$44; \$444.00
5. \$525; \$10,525.00
6. \$2.50; \$202.50
7. \$11.25; \$511.25
8. \$396.00; \$3996.00
9. \$56.25; \$1556.25
10. \$26.00; \$1326.00
11. \$26.00; \$676.00
12. \$5.63; \$455.63
13. \$49.50; \$709.50
14. \$75.00; \$1075.00
15. \$400; \$2900.00
16. \$87.75
17. \$752.50
18. Amount financed = \$250.00
Interest = \$20.00
Total amount = \$870.00
19. Interest = \$792.00
Total amount = \$2992.00
20. \$3248

Activity 73

1. 36.7° C
2. 100.6° F
3. 37.9° C
4. 103.1° F
5. 36.0° C
6. 99.1° F
7. The resident with a temperature of 38.5° C (equivalent to a temperature of 101.3° F).
8. Yes, the resident's temperature has increased from 98.6° F (37.0° C) to 99.8° F.

Activity 74

1. 1.38 gallons
2. 1.80 gallons

Activity 75

- | | | | |
|-----------|-----------|------------|-----------|
| 1. 60.00 | 7. 60.00 | 13. 80.00 | 19. 50.4% |
| 2. 60.00 | 8. 605.00 | 14. 120.00 | 20. 34.2% |
| 3. 120.00 | 9. 10.00 | 15. 50.00 | 21. 1% |
| 4. 200.00 | 10. 30.00 | 16. 410 | 22. 10% |
| 5. 120.00 | 11. 50.00 | 17. 12.00 | |
| 6. 225.00 | 12. 70.00 | 18. 12.00 | |
23. Mason could cut back on flexible expenses such as recreation, eating out, groceries and miscellaneous expenses. He could also put less in savings, or give less contributions.
 24. Either savings or flexible expenses should be checked.
 25. Answers may include: eat out less often; buy less expensive groceries; use cents-off coupons or buy only necessary items; take advantage of free entertainment activities; cut out clothing purchases; cut back on contributions and/or savings.

Activity 77

1. \$80,000.00
2. \$76,250.00
3. \$163,125.00
4. yes; \$436.66
5. Yes; \$1066.66
6. Yes; most they could pay is \$1278.33 so they could afford a payment of \$1,100.00.
7. \$533.33
8. \$340.00; \$17,680.00; \$294.66

Activity 78

- | | |
|---------------|----------------|
| 1. 0025 hours | 7. 2:17 A.M. |
| 2. 1518 hours | 8. 11:25 P.M. |
| 3. 1845 hours | 9. 7:47 P.M. |
| 4. 1237 hours | 10. 12:48 A.M. |
| 5. 0111 hours | 11. 2200 hours |
| 6. 5:00 P.M. | 12. 0045 hours |

Activity 79

1. a. 2 1/2 pounds or 40 oz.
b. 10 c.
c. 7 1/2 gal. or 30 qt.
d. 20 pt.
2. a. 1 1/2 c.
b. 1/2 T.
c. 3/4 c. milk
d. 1 t.
3. a. 1/2 c., 1/2 c., 1/4 t., 1/2 t., 1 1/2 eggs, 1/2 c.
b. 3 c., 3 c., 1 1/2 t., 3 T., 9 eggs, 3 c.



Answers

4.
 - a. 8 cups
 - b. 6 cups
 - c. 3 cups
 - d. 2 teaspoons
 - e. 32 oz. or 2 pounds
 - f. 4 cans
 - g. 4 small onions